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ABSTRACT

To facilitate program replication, this document comprehensively describes the University Consortium's (UC) Child Development Associate (CDA) resource model for Head Start training in Texas. Additionally, the discussion serves as a guide to the total UC-CDA modeling process for all Head Start grantees and associated institutions. Seven chapters respectively (1) explain the structure and function of UC; (2) describe the resource model; (3) list and describe CDA training criteria to which training sponsored by the UC-CDA resource model should conform; (4) discuss steps in the UC-CDA resource model process; (5) specify staffing requirements of the model; (6) discuss the assessment of CDA interns; and (7) describe the Texas certificate of training and outline the UC certificate assessment process. Appended are the following items: a directory of Texas Head Start programs, a map and a list of UC-CDA cooperating institutions of higher education, a list of competency standards designed for use by local assessment teams, a summary of long-term regulations for the introduction of CDA's into Head Start, excerpts from the handbook for Head Start career development committees, a CDA trainee booklet, sample observation forms and field supervision discussion sheets, a draft bibliography of CDA training materials, a chart of CDA competencies and their equivalent Head Start performance standards, guidelines for the parent/community representative, and various additional forms. (RH)

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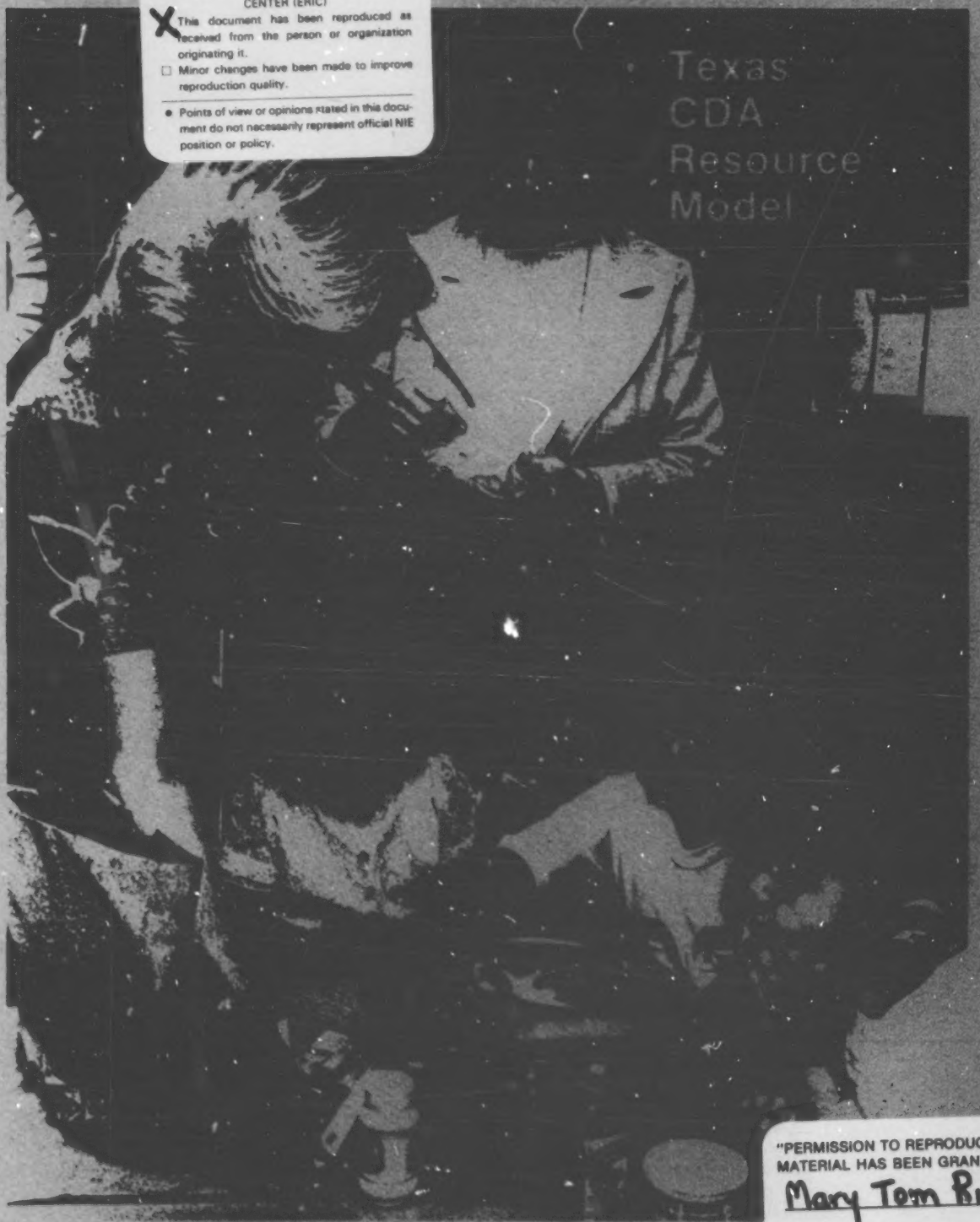

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THE TEXAS CDA RESOURCE MODEL

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THE TEXAS CDA RESOURCE MODEL

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The idea for the development of this publication was conceived by a group of individuals who voiced concern about the need to compile a record of how the Child Development Associate (CDA) training program was implemented in Texas' Head Start programs. This group consisted of Dr. Mary Tom Riley, Jean Carroll, Jeanette Rummel, and Arnoldo Benavides. It was their hope and desire to see The Texas CDA Resource Model packaged in some manner that would assist other programs in implementing a similar approach and which would also be available for Texas Head Start personnel to help them to better understand the entire training and assessment process. This then is the result of that idea, and hopefully this publication fulfills that need.

Others who provided assistance in the development of this book through critical reviews of the content and in offering suggestions for its improvement included Irma Quezada, Cathy Hurtado, Maryann O'Leary, Bridget Allen, Phyllis Crawford, and James Mitchell, all from the Institute for Child and Family Studies at Texas Tech University; Stella Henley and Frances Schneider from Texas Southern University; and Raul Martinez from Pan American University. Elizabeth Orem of Associated Authors & Editors in Lubbock, Texas did the editing.

The photographs of the classroom and training activities were taken by George D. Dillman, Engineering Services at Texas Tech, and the cover was designed by Jerry Kelley, Graphic Services-University News and Publications Department at Texas Tech. Dr. Alfredo Flores has ably served as the project manager for the publication. Dr. Flores has coordinated the concepts into final book form.

PREFACE

Since the early years of the Child Development Associate (CDA) program, Texas has been a leader in the training and the production of CDA's. A brief historical overview may serve to explain how this came about and lend some perspective to the current CDA efforts within Head Start in Texas.

Head Start Supplementary Training (HSST) was the forerunner of CDA training for Head Start in Texas and the nation. In 1968, National Head Start launched a massive effort to provide training to Head Start staff. This training was aimed primarily at providing career opportunities within the Head Start program itself. A desirable by-product of this training--though a secondary aim at the time--was the upgrading of staff members' performance with children in the classroom.

Through a contactor, the federal government provided funds for colleges and universities throughout the nation to offer college courses at no cost to Head Start staff or local grantees. The programs accomodated their staff by giving release time to those enrolled.

The first Texas institution to receive HSST funds was Texas Woman's University at Denton. Training was offered at various locations throughout the state of Texas. This arrangement continued for several years until 1973 when HSST funds were administered by the Texas Department of Community Affairs (TDCA), Office of Early Childhood Development. TDCA delegated funds to Texas Southern, Pan American, Texas Tech, and Texas Woman's Universities.

In the meantime in 1969, Head Start was transferred from the Office of Economic Opportunity (OEO) in Washington, to the Department of Health, Education, and Welfare (HEW) and to the Office of Child Development (OCD), now called the Administration for Children, Youth and Families ACYF.

During that same year, the Child Development Associate credential was initiated by ACYF as a way to meet the perceived need for higher quality pre-school education. The CDA credential was meant to recognize the individual who, through training and experience, could demonstrate competence in working with young children. The emphasis of this new credential would first be on competence in the classroom, and second on career opportunities for credentialed personnel. This was a revised set of priorities from the original HSST goals.

While the CDA Consortium, a private, non-profit corporation, was developing a viable system for assessing and credentialing, Texas was already deeply involved in training through HSST. With special funding, Texas focused on the training that would lead to the attainment of the upcoming credential. For this reason, Texas became one of the original pilot sites for testing the new system. In 1975, the first year that the Credential was awarded, a group of Texas Head Start staff members became the first CDA's. Presently, Texas leads the nation in the number of credentialed CDA's.

DEFINITIONS OF TERMS

The acronyms and terms defined below will be used frequently throughout this document.

UC--UNIVERSITY CONSORTIUM: An Association of three state universities, Texas Tech University in Lubbock, Texas Southern University in Houston, and Pan American University in Edinburg, who jointly administer the contracts for training and technical assistance and CDA training for Head Start in the State of Texas. Texas Tech University is the lead contractor while Texas Southern University and Pan American University are subcontractors for Texas Tech.

UC-CDA RESOURCE MODEL: University Consortium-Child Development Associate Resource Model--the name of the model program designed to deliver Child Development Associate training to Head Start staff in the state of Texas.

CDA--CHILD DEVELOPMENT ASSOCIATE: The title given to a person who has been credentialed by the Child Development Associate National Credentialing Program. CDA also refers to a concept of training.

TRAINEE OR INTERN: Both terms are used interchangeably and refer to a person who is in the process of being trained for the Child Development Associate credential.

CDA CANDIDATE: Refers to a person who is officially enrolled in the Child Development Associate National Credentialing Program system and whose goal is to attain the CDA credential.

GRANTEE, PROGRAM, OR DELEGATE AGENCY: All three terms are used to refer to local Head Start Programs.

CDA COMPETENCY AREAS: These consist of six broad competency categories of basic skills and knowledge which classroom staff must demonstrate to gain the CDA credential. (See Illustration 5, p. 26.)

FIELD SUPERVISOR: The person who has the responsibility for training CDA trainees at their place of work (the field). This person is approved by the college offering the training.

UC FIELD COORDINATOR: The University Consortium staff person who has responsibility for coordinating all aspects of the UC-CDA Model and fulfilling the contract requirements.

COMPETENCY-BASED TRAINING: Refers to training with the behavioral objective that the trainees will demonstrate a defined set of competencies. This type of training also emphasizes field-based experience as compared to strictly academic training.

CDA NATIONAL CREDENTIALING PROGRAM OFFICE: The national office responsible for assessing CDA candidates and awarding the CDA credential. See Appendix L for address and phone number.

T/TA-TRAINING AND TECHNICAL ASSISTANCE: Services provided as requested, to Head Start grantees in Texas that may be of a technical and/or training nature. These services are provided under a contract held by the University Consortium of Texas (UC) with Texas Tech University as lead contractor. Technical assistance generally refers to such activities as budget development, writing and editing, and other special expertise or physical assistance the programs may need.

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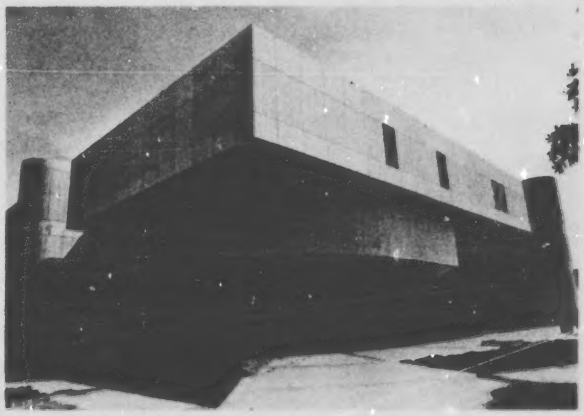
UNIVERSITY CONSORTIUM INSTITUTIONS

Texas Tech University

Pan American University

Texas Southern University



CHAPTER I: INTRODUCTION

This document describes the University Consortium's (UC) Child Development Associate (CDA) Resource Model for Head Start training in the State of Texas. All aspects of the model design and its implementation will be described so that the model can be replicated. Additionally, this narrative should serve as a guide to the total UC-CDA modeling process for all Head Start grantees and associated institutions.

The UC-CDA Resource Model was designed to exist within the University Consortium structure. The Consortium is an arrangement among three major state universities to cooperate in training and technical assistance to all Head Start grantees in Texas. Texas Tech University in Lubbock as the lead contractor, and Texas Southern University (Houston) and Pan American University (Edinburg) as subcontractors lend their resources to help meet grantees' or delegate agencies' needs for training and technical assistance. This system has successfully fulfilled its goals since 1976. It is appropriate, therefore, that a system to train staff for the Child Development Associate Credential should be made available through the same UC structure to those Head Start grantees or delegate agencies with whom the UC has experienced years of cooperation and rapport.

The UC-CDA Resource Model was conceived and began operating after funding was granted in August, 1978, by the Regional Administration for Children, Youth and Families (ACYF) Office in Dallas. But before we describe the UC-CDA Model itself, it is important to explain structure and function of the University Consortium.

The University Consortium for Head Start Training and Technical Assistance is comprised of three state universities: the lead contractor, Texas Tech (Lubbock); and two subcontractors, Texas Southern University (Houston) and Pan American University (Edinburg). Funded by the Region VI Office of the Department of Health and Human Services through the Administration for Children, Youth and Families (ACYF), each UC member university is responsible for the delivery of training and technical assistance services to the Head Start grantees in regions which are referred to as Regional Training Office (RTO) areas. Texas is divided into four (4) RTO areas (see illustration 1, p. 3) Ultimate responsiblility for fulfillment of all contract items rests with the lead contractor, Texas Tech University. Texas Tech also serves Head Start grantees in the West and North Texas regions. The two subcontracting universities are responsible to Texas Tech University for fulfillment of

Geographical Location Of University
Consortium and Texas Service Areas

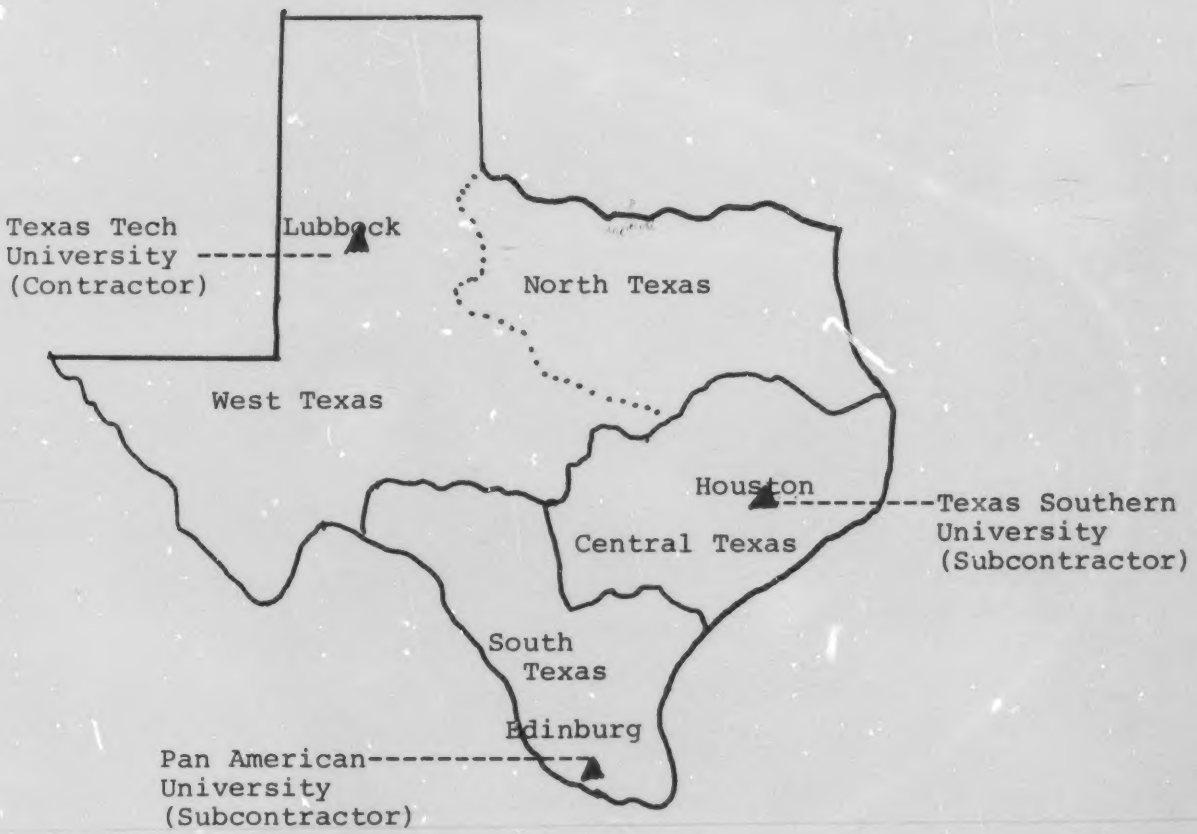
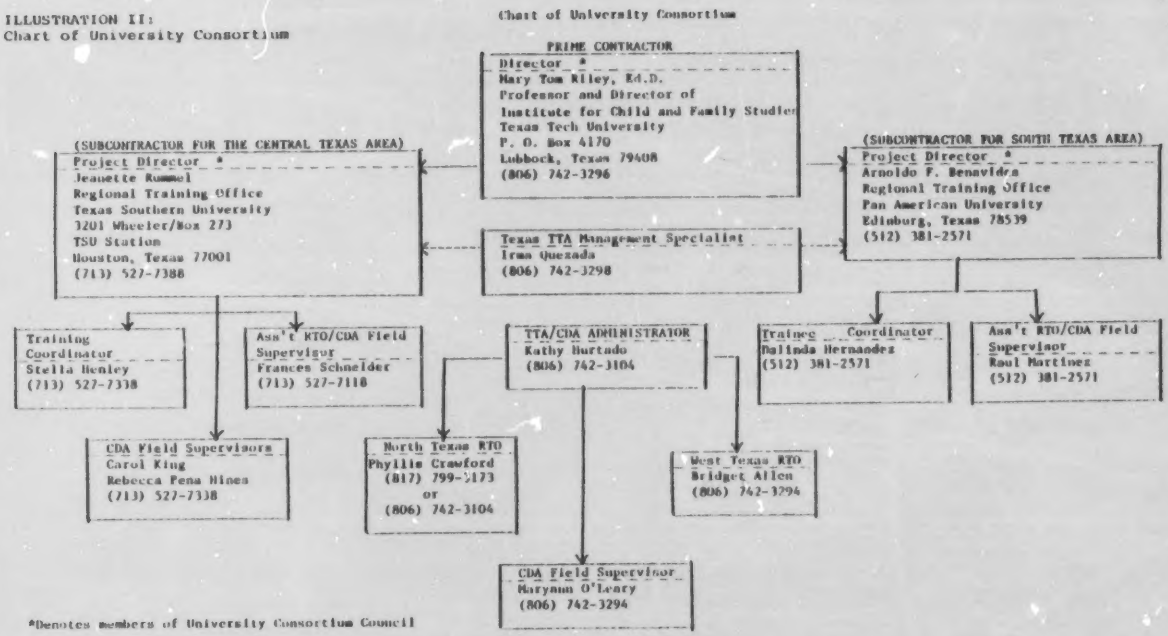


ILLUSTRATION I: Geographical Location of University Consortium and Texas Service Areas.

ILLUSTRATION II:
Chart of University Consortium



*Denotes members of University Consortium Council

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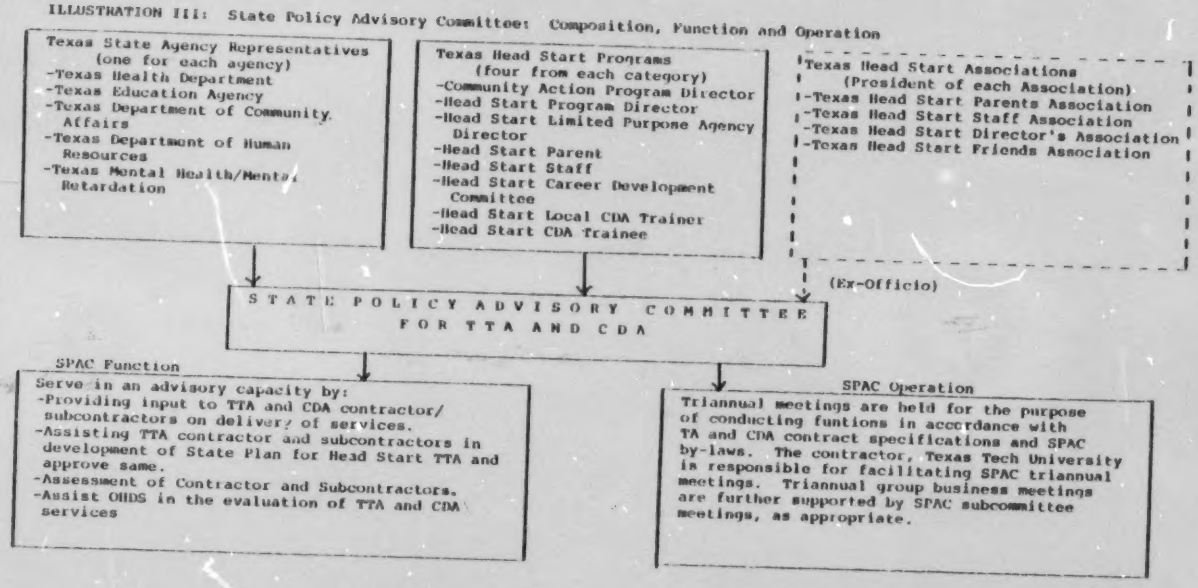
their contract items.

The efforts of the three universities are coordinated by the University Consortium Council (UCC) which is composed of the directors of the three Regional Training Offices (RTO). The Consortium itself includes the directors and the UC staff of coordinators and supervisors. Each director is responsible for the operation of CDA contracts in his/her area and the delivery of T/TA. Specifically the directors identify issues and strategies, and find methods for fulfilling technical assistance. The Council meets frequently to accomplish its statewide coordinating responsibilities. Illustration 2, p.4 denotes the current UCC directors and staff and their functions.

Additional guidance and support is given to the UC by the UC Board (UCB) composed of the Vice President for Research at Texas Tech University, and the Deans of the Colleges of Education at Texas Southern and Pan American Universities. Meeting periodically with the UC's Executive Director and the other two area Project Directors of the UC Council, these individuals offer the UC their administrative services and expertise.

The State Policy Advisory Committee for Head Start (SPAC) is another body which lends support and guidance to the UC. Its membership consists of representatives from a wide range of state agencies and Head Start-related organizations. Illustration 3, p.6 explains the composition and specific function of the SPAC.

ILLUSTRATION III: State Policy Advisory Committee: Composition, Function and Operation


Texas State Agency Representatives
(one for each agency)
-Texas Health Department
-Texas Education Agency
-Texas Department of Community Affairs
-Texas Department of Human Resources
-Texas Mental Health/Mental Retardation
Texas Head Start Programs
(four from each category)
-Community Action Program Director
-Head Start Program Director
-Head Start Limited Purpose Agency Director
-Head Start Parent
-Head Start Staff
-Head Start Career Development Committee
-Head Start Local CDA Trainer
-Head Start CDA Trainee
Texas Head Start Associations
(President of each Association)
-Texas Head Start Parents Association
-Texas Head Start Staff Association
-Texas Head Start Director's Association
-Texas Head Start Friends Association
(Ex-Officio)
STATE POLICY ADVISORY COMMITTEE FOR TTA AND CDA
SPAC Function
Serve in an advisory capacity by:
-Providing input to TTA and CDA contractor/ subcontractors on delivery of services.
-Assisting TTA contractor and subcontractors in development of State Plan for Head Start TTA and approve same.
-Assessment of Contractor and Subcontractors.
-Assist OHDS in the evaluation of TTA and CDA services
SPAC Operation
Triannual meetings are held for the purpose of conducting funtions in accordance with TA and CDA contract specifications and SPAC by-laws. The contractor, Texas Tech University is responsible for facilitating SPAC triannual meetings. Triannual group business meetings are further supported by SPAC subcommittee meetings, as appropriate.

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CHAPTER II THE UNIVERSITY CONSORTIUM-CDA RESOURCE MODEL

Objectives and Rationale

As mentioned previously, the UC-CDA Resource Model exists within an established, efficiently-functioning UC-T/TA delivery system. Specific goals guide the implementation of any model, which is implicitly an ideal design. And while methods may vary, and minor adjustments are made to keep the system dynamic and relevant, the original goals of the model should remain constant. The overall goals for the UC-CDA Resource Model are:

I. To provide competency-based training for Head Start staff leading to the CDA credential (regular and/or bilingual CDA), and consequently to improve the quality of the educational experience Head Start children in Texas receive.

II. To set up viable CDA training programs for every Head Start grantee in Texas.

III. To provide support to trainees in the CDA assessment and credentialing process.

The following assumptions were taken into account in the creation of the Model design:

1. The need for training of Head Start staff is on-going.

2. Every Head Start grantee in Texas, regardless of size or location, should be served.

3. Child Development Associate training is an integral part of the total training plan of each grantee.

4. Training for local grantees is best accomplished through the cooperative effort of several entities, namely, local institutions of higher learning, the grantees, and the University Consortium.

5. The training program established in each community should be one that best serves each grantee and should be of such a nature that it will function even after the UC-CDA effort is over.

Working With Institutions Of Higher Learning

In reference to number 4, the structure of the UC-CDA Resource Model involves the contracting universities, the Head Start grantees or delegate agencies, and local institutions of higher learning which are primarily community colleges. By involving the colleges and universities in the grantees' own or nearby communities

the model encourages them to meet a real community need. Before the UC-CDA Model, some community colleges and universities had provided training for Head Start staff. However, in numerous cases the training did not address the official CDA competencies nor provide adequate field supervision-- two requirements for CDA training mandated by the national Head Start office.

Furthermore, institutions in some communities did not seem to be responsive to the grantees' training needs. The reasons may have been that a training program did not coincide with the college's regular classes, or simply that no program had existed and no one had ever attempted to encourage the college or university in that direction.

Also before the model, in communities where no institutions of higher learning existed, little or no training was available to Head Start staff. Grantees had difficulty in trying to train staff.

Since August, 1978, then-the UC has not only served to expand the availability of college-based CDA training, but has also helped local institutions customize their training so that they more expeditiously and logically guide trainees in attaining the CDA credentail. With many colleges and certificate programs, training fits into the two-year or one-year college degree. The UC works with the colleges and Head Start programs to encourage the articulation and fulfillment of needs in CDA training. Once the programs have been established, there is a likelihood they will continue even after the UC-CDA effort is completed. These are the immediate and long range results of the UC's approach to training.

The UC has assisted some colleges that had no courses in early childhood education/ child development in developing them. Department heads, instructors, and other responsible college personnel who have been eager to have their institutions involved with CDA training but who have known little about it, have requested help from UC staff in course development. The UC staff has informed colleges of their willingness to help with course development. With the UC's help, course syllabi have been developed, and recommendations made for textbooks and other suitable CDA instructional materials. The clear advantage here has been the opportunity to design from the onset courses which meet the CDA training criteria. (See CDA Training Criteria addressed in detail in Chapter III.)

In some colleges, early childhood education and development courses had existed but were largely academic in emphasis and not competency-based. The field supervision aspect of training was usually entirely absent. In these situations, close work with the instructors and local Head Start supervisory staff (e.g.

Head Start Director or CDA Coordinator) resulted in important revisions.

In the few cases where local institutions have not been responsive to the need for CDA training, one or both of the following solutions have been tried: another institution in a nearby community has been contacted and involved in training; or in a few cases, the UC staff has helped to provide training directly for the grantee. The latter, however, is non-college-based and, therefore, does not offer the valid college credits required by CDA guidelines. But in all cases, grantees have been served in accordance with the terms of the contract with either college-based and/or non-college based training.

In the plan for implementing Head Start's objectives, each classroom is to have at least one CDA by October 1981 and training must be made available to all desiring the credential (See Draft Policy, Appendix F). In the past, training opportunities were made available to only a few grantees, usually the ones located near the few institutions receiving Head Start Supplementary Training (HSST) monies. Other programs had to rely on non-college-based training for CDA preparation, training that was primarily obtained through the Head Start T/TA system. The UC-CDA Resource Model is designed to help all of the grantees in Texas achieve their CDA training goals through college-based, non-college-based training, or both.

An important aspect of the UC-CDA Model is then the involvement of local institutions of higher education in providing training to grantees. While there are pros and cons to this arrangement, the advantages of the approach seem to far outweigh the disadvantages. Other alternatives which could have been utilized but may be seen as probably less effective include: (1) offering training from a centralized place to all grantees, or (2) allowing each grantee to individually contract for training. But neither of these approaches are judged likely to yield the return for the training dollar that the UC Model approach has yielded.

Advantages of the UC

The advantages of the UC approach are several. Stated briefly, the UC approach:

1. Fosters a positive and enduring relationship between grantee and the local college or university.

2. Makes training accessible to all Head Start grantees and teaching staff.

3. Establishes a dialogue which may lead the college to become more responsive.

to the community's needs.

4. Capitalizes on existing local and state resources.

5. Yields a high return for the training dollar.

6. Results in quality care and educational experiences for Head Start children.

7. Demonstrates to the greater child care community the value of Head Start's comprehensive programs for children.

The disadvantages may be as follows:

1. The institution may be unable to comply with all or part of the CDA training criteria.

2. Instructors hired by institutions may not always be skilled in implementing competency-based training and field supervision.

3. The interface between the entities involved in the model design is vulnerable to breakdowns in communication.

Each of these advantages for trainee assessment will be discussed below.

Advantages of the UC approach.

1. Fosters a positive and enenduring relationship between grantee and the local college or university.

This long-range result is important because of the continued needs of Head Start and of other child care providers for training and because of the inevitable culmination of the UC-CDA Model effort. It will be greatly to Head Start's advantage to have in place a viable training program which can be tapped for present and future needs.

Furthermore, there are many opportunities for staff to continue their college careers with this approach. CDA training can serve as a good beginning to a degree program in early childhood education, child development or a related field. Familiarity with college and academic success will be assets to staff members who ultimately want a college degree.

2. Makes training accessible to all of Head Start grantees and teaching staff.

Colleges and universities are located in or near almost every major city and many of the smaller towns in Texas. In the case of this model, a great number of these institutions already had programs that would accommodate the CDA training, while others did not. Where none existed, the UC-CDA staff successfully negotiated for initiation of such courses. In almost every case, the colleges seemed eager to respond to this articulated community need. A few did not respond, for various reasons, and

other arrangements for training had to be made. Usually the resources of another nearby college were tapped so that all those desiring training received it.

3. Establishes a dialogue which may lead the college to become more responsive to the community's needs.

In many communities the Model has served to initiate a dialogue between an existing institution of higher learning and the local Head Start grantee. Often, colleges, particularly in smaller communities, are not aware of Head Start training needs. Once informed, these colleges were ready to meet that need.

Colleges can be made aware of Head Start's training needs by involving college instructors and/or administrators in Head Start Career Development Committees. Likewise, Head Start administrators may be asked to serve on early childhood advisory committees at colleges; these committees give advice on program development. Counseling of trainees who want to work on a degree after they have completed their CDA training may be done jointly by college and Head Start personnel. Such cooperative endeavors will be good for all concerned.

4. Capitalizes on existing local and state resources.

Colleges and universities are fine resources for communities across the state. Utilizing them to meet Head Start's on-going need for training results is a "hand and glove" operation. It is appropriate that grantees should view their local college as their best resources. As they become accustomed to this arrangement, they can continue to articulate their own needs to the colleges through a dialogue that has been established by the UC-CDA Model.

5. Yields a greater return for the training dollar.

A strength of the UC-CDA Model is its efficient use of resources in training large numbers of individuals. In addition to using local colleges and universities, the Model can draw upon the resources of the UC and of the Region VI Head Start Leadership Development Program at Texas Southern University. Contributions from these entities are valuable, not only in increasing the numbers trained, but also in providing higher quality training through a comprehensive, cooperative approach.

6. Results in quality care and educational experiences for Head Start children.

The ultimate, most important outcome of the UC-CDA Model endeavor is quality care and education for Head Start children through trained and enlightened staff. The compe-

tency-based nature of the CDA training comes close to guaranteeing this outcome, and the Model's success in making the training available to large numbers of trainees helps make quality education a reality for more Head Start children.

7. Demonstrates to the greater child care community the value of Head Start comprehensive programs for children.

As college instructors become involved with Head Start programs through the CDA training--some for the first time--they become acquainted with the Head Start philosophy. They learn about the components of the Head Start program, and how these components contribute to a comprehensive educational experience for children. They can share their experiences and knowledge, spreading good will about Head Start, and influencing other programs and the community at large.

Problem in Implementation

A model is an abstraction of an ideal. Actual implementation of a model often is less than ideal, but the model serves as the standard for implementation and achievement of the stated goals and objectives. Problems implementing a model often are due to circumstances that are impossible to control. Nevertheless, every effort is made to implement the model in the best way.

Here are two problems of the UC approach and their possible solutions.

1. Institutions may be unable to comply with all or part of the CDA training criteria.

While this is not a prevalent problem, in a few instances where a program has already been set up in the field of early childhood education or child development, it may not be competency-based. The college may wish to continue their traditional approach. That is, it may not wish to address the CDA competencies per se, or to provide the required field supervision.

In such cases, there are alternatives that may be pursued. Often, a traditional course in child development or early childhood education may cover some of the competencies and functional areas. For example, a course entitled "The Child, His Family, and Community" may address the functional areas "Home-Center," and "Self-Concept" (See Appendix C). The content of the course will be analyzed and with the help of an instructor, or educational coordinator trainees can decide courses to enroll in according to the competencies they address. Furthermore, students may need help extracting content that specifically covers the functional areas. Regular discussions with students, where theory and practice are reconciled, will then be necessary.

In the case where no field supervision is provided by the college, it is necessary to have the supervision of a suitable Head Start person. The Head Start Director may be in the best position to recommend a qualified person from within his/her staff to take on the responsibilities of field supervision. In order for trainees to receive credit for this work, the supervisor will need to meet qualifications and to be approved by the college and the Texas Education Agency. This is a relatively simple procedure. And, in every case, the course instructor and the field supervisor will have to work closely in order to provide a meaningful experience for the trainees.

2. Instructors hired by institutions may not always be skilled in implementing competency-based training and field supervision.

Instructors for CDA courses are hired by the college or university. Colleges that understand the CDA concept of training may readily hire staff who understand CDA, and who will gear their teaching to that end. Often, colleges will ask for guidance from UC staff about the qualifications a person should possess in order to be a CDA trainer and search for the best qualified person. In several cases, the college has asked the UC staff to recommend instructors for the courses.

In situations where an unskilled person has been hired as trainer, the training received by students may be deficient. A significant effort has to be made to orient such instructors to the CDA concept and philosophy. They must be monitored and given support until the quality of their instruction is considered satisfactory.

3. The interface between the entities involved in the model design is vulnerable to breakdowns in communication.

A key factor to successful implementation of the UC-CDA Resource Model is effective communication among all parties. In fact, most difficulties can frequently be traced to a breakdown in communication. It becomes extremely important, therefore, that attention be paid to maintaining open communication particularly at critical points in the training process.

Communication seems to be the most critical: (1) at the counseling/recruitment phase, (2) at the initial phase of course development and/or selection, (3) at registration time, (4) at the end of a semester, and (5) during the entire assessment procedure.

When concerned parties understand their roles and responsibilities, it is easier to execute the Model's objectives. Illustration 4 on page 18, may be useful in helping the grantees, the UC staff, and the academic institution accomplish these.

CHAPTER III THE CDA TRAINING CRITERIA

All CDA training sponsored by the UC-CDA Resource Model should follow, as closely as possible, the guidelines for training which have been set forth by the national Head Start office. These guidelines are listed and discussed below.

1. Training should address the thirteen (13) Functional Areas of the CDA competencies.

The competencies which a CDA candidate must possess are organized into six (6) different general areas (See illustrations 5 and 6, and Appendix C and R). Those broad competency areas are in turn broken down into thirteen (13) Functional Areas. The Functional Areas merely denote specific parts of the broad competencies which make training, and assessment more manageable. When the candidate is assessed for the credential, he/she is judged on the Functional Areas. Thus it is logical that most training be geared to these Functional Areas.

In the event that courses are not organized to address the thirteen (13) Functional Areas, then other provisions can be made for helping trainees reconcile the content of a course with the Functional Areas. As has been mentioned previously, this can be done through discussions led by a person with more experience and training, such as the college instructor, the educational coordinator, or the director of the local program. Ideally, the discussion leader will also attend the CDA classes with the trainees. These discussions would help trainees apply course content to their own situation and give them specific ideas for portfolio development in each of the Functional Areas. (See Appendix H for more about the portfolio.)

2. At least 50% of the training must be supervised training in the trainee's place of work and must integrate well with the academic work done in the college classroom.

Traditionally, training in the early childhood field, as in most other academic fields, has been largely lecture-type instruction in an academic setting. While this approach provides students with much theory, it may not be the best way of producing competent teachers who can perform well with groups of children.

The CDA credential is based on competence. While a theoretical understanding is vital to a CDA candidate, it is even more crucial that she/he be able to translate that knowledge into observable behaviors

ILLUSTRATION 4

Development, Delivery, and Areas of Responsibility for College-Based CDA Training

TIMELINE	GRANTEE'S ROLE	SUBCONTRACTOR'S (RTO-CDA) ROLE	INSTITUTION'S ROLE
STEP I	ARRANGEMENTS FOR TRAINING	ARRANGEMENTS FOR TRAINING	ARRANGEMENTS FOR TRAINING
May 1 to July 31	Determine college/university from which grantee will request training (Director and Career Development).	Communicate with colleges and universities regarding the intent to contract for training.	Determine possible course offerings and communicate the to grantees and subcontractor.
June 1 to December 1	Select trainees according to ACYF guidelines and local policy (Career Development Committee).	Mail letter of intent for CDA training (College Course Agreement) to institutions. Specify course titles and numbers which may be available.	Return letter of intent to subcontractor (RTO-CDA office.)
August 1 or December 1	Announce courses to prospective trainees. Assess individual training needs for course assignment.	Negotiate for courses with institutions according to needs specified by grantee(s). Consider: 1. Course title and number 2. Amount of valid credit per course 3. Arrangement of supervised field work 4. Input on hiring instructors	
STEP II	COUNSELING PRIOR TO ENROLLMENT	COUNSELING PRIOR TO ENROLLMENT	COUNSELING PRIOR TO ENROLLMENT
May 1 to August 15	Provide systematic preenrollment counseling to all prospective trainees (Educational Coordinator, Training Counselor, and/or Director).	Secure tentative lists of interns' names from grantees. Determine total number of slots needed (tentative) for summer and/or fall semesters.	Advise students in regard to the battery of required to tests, application, transcripts, etc. (appropriate department and/or registrar's office).

TIMELINE	GRANTEE'S ROLE	SUBCONTRACTOR'S (RTO-CDA) ROLE	INSTITUTION'S ROLE
May 1 to August 15 (continued)	Have trainees sign letter of agreement (Director). Meet with Head Start trainees, and college personnel. Possibly advise on degree options, degree plans and courses.	If any interns attend the summer sessions, arrangements will need to be made with the appropriate institutions and individual grantees. A list of the trainees names and social security numbers should be sent to the institution, as well as authorization letter and a College Course Agreement form before registration date for the summer session.) Assist with securement of college course instructors for fall semester.	Meet with Head Start trainees, Education Coordinator or Head Start Director, and possibly subcontractor staff member to advise on degree options, degree plan and courses.
June-July			
STEP III July 15 to August 30	PRE-ENROLLMENT Submit to subcontractor a complete final list of trainee names and social security numbers for fall semester (Director) Announce registration dates and procedure to all trainees (Educatio-al Coordinator or Training Counselor).	PRE-ENROLLMENT Secure final list of trainees for fall semester, including names and social security numbers. Submit final list ot institutions, as well as letter of authori-zation and College Course Agree-ment form.	PRE-ENROLLMENT Sign College Course Agreement form and return to the sub-contractor (RTO-CDA) office. Meet with H S trainees, Ed. Coordinator and UC staff for Advisement re: degree options and plans. Notify grantee and subcon-tractor of: 1. Course syllabus or outline 2. Title and cost of text(s) to be used 3. Dates, time, and procedure for course registration

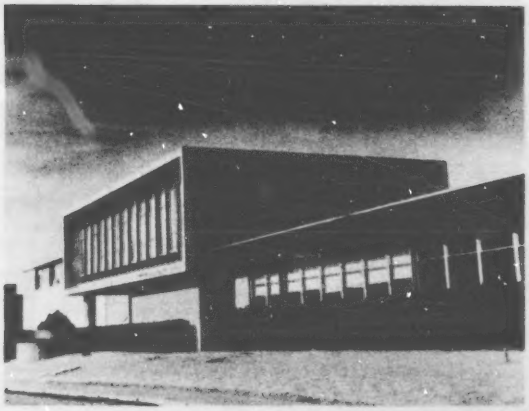
TIMELINE	GRANTEE'S ROLE	SUBCONTRACTOR'S (RTO-CDA) ROLE	INSTITUTION'S ROLE
STEP IV August 15 to September 30	ENROLLMENT PERIOD Assist with registration procedures (Educational Coordinator of Training Counselor). Verify trainees actually enrolled (Director)	ENROLLMENT PERIOD Assist with enrollment, if needed. Verify with grantees list of trainees who have actually enrolled.	ENROLLMENT PERIOD Register trainees. *(See advisement role above) Submit list of officially enrolled students to sub-contractor (RTO-CDA office). Submit billing to RTO-CDA office, including fees, tuition, books and travel.
STEP V September 15 November	AFTER ENROLLMENT Verify with RTO-CDA office list of trainees who actually enrolled (Director). Notify subcontractor (RTO-CDA office) of any drops that occur in the course of the semester. Announce to trainees pre-registration date for spring semester (Educational Coordinator, Director)	AFTER ENROLLMENT Verify with grantee list of trainees who persisted with training. Record drops. Prepare and submit the after enrollment report.	AFTER ENROLLMENT Notify grantee and subcontractor of pre-registration date for spring semester.

TIMELINE	GRANTEE'S ROLE	SUBCONTRACTOR'S (RTO-CDA) ROLE	INSTITUTION'S ROLE
December	Assist with pre-registration (Educational Coordinator or Training Counselor). Meet with trainee and college personnel for degree advisement.		
ON-GOING THROUGHOUT THE YEAR	Maintain communication with institution, RTO-CDA subcontractor staff and trainees (Director, Educational Staff).	Maintain communication with institution personnel, Head Start grantee and CDA trainees.	Maintain communication with RTO-CDA subcontractor staff Head Start grantee administrators for counseling support.
STEP VI	ENROLLMENT PERIOD	ENROLLMENT PERIOD	ENROLLMENT PERIOD
January	Assist with trainee registration (Educational Coordinator and/or Director).	Assist with trainee registration if needed.	Enroll students.
February	Verify trainees who actually enrolled (Director).	Verify final list of trainees who actually enrolled. Submit after-enrollment report to Texas Tech University office.	Submit billing and final list of enrolled trainees to subcontractor (RTO-CDA).
March-April	Notify RTO-CDA office of any drops during semester. (Director).		

TIMELINE	GRANTEE'S ROLE	SUBCONTRACTOR'S (RTO-CDA) ROLE	INSTITUTION'S ROLE
STEP VII May 1 to June 15	END OF SEMESTER Secure trainee course completion status from subcontractor (RTO-CDA). Record course completion date in trainee's individual training plan.	END OF SEMESTER Submit end of semester report to Texas Tech University and to individual grantees.	END OF SEMESTER Submit grade reports for spring semester to RTO-CDA office by June 1. Determine and announce courses to be offered for coming semesters (fall and summer).

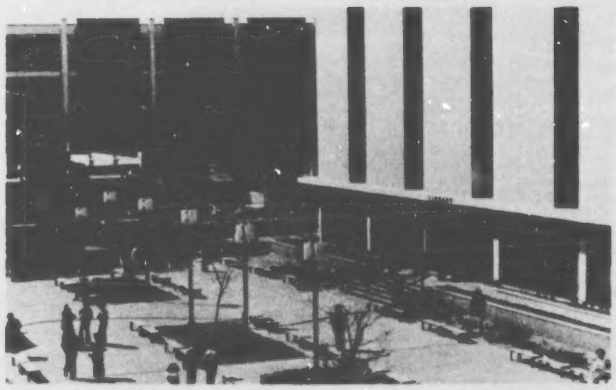
CDA Cooperating Institutions

Cisco Junior College

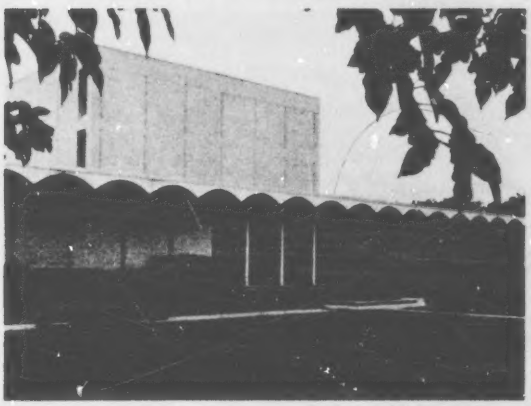


South Plains College at Lubbock

Amarillo College

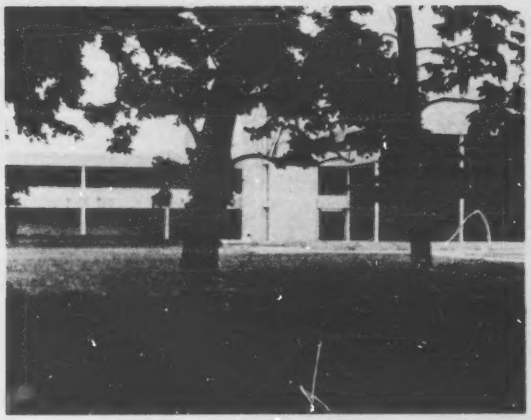


Odessa College

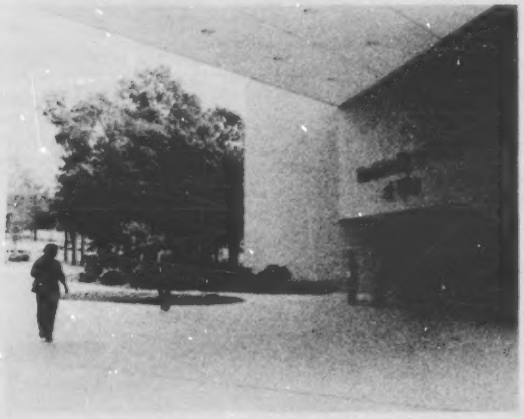


Central Texas College

Brazosport College

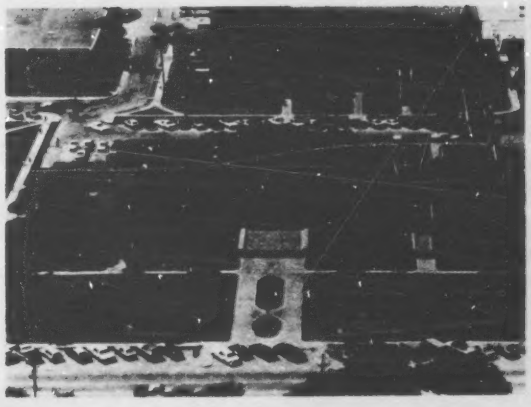


University of Texas at Tyler

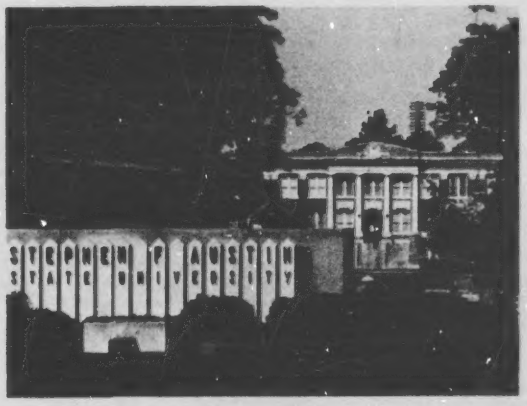


McLennon Community College

Del Mar College



Stephen F. Austin State University



in the classroom with children.

Most colleges involved with the UC-CDA Model are able to meet this requirement by offering one lecture course, usually taught on the campus, and a second course in field-supervised instruction. Both courses address several of the Functional Areas and integrate theory with practice. For the field-based course, the instructor visits the trainee at his/her center during working hours and conducts a variety of activities. These may consist of individual observation with feedback discussion following, actual modeling and demonstration in the trainee's classroom, or small group discussions about topics relevant to center and to classroom work.

There are situations where the field-supervised portion of the work is conducted by the local program's educational coordinator, director or another appropriate person. The field supervisor, who is usually recommended by the Head Start director, is approved by the college so that students may receive credit for supervised work. In these arrangements, the field supervisor and the college instructor must work closely together in order to provide a meaningful and integrated experience for the student. A good system of communication must be established. Verbal feedback is, of course, important, but written feedback in forms like observation instruments which access progress or performance on a given task or activity can also be helpful. Even in cases where the college instructor does not do the bulk of the field supervision, it is important that, at least once a month, he/she go to the trainee's place of work, observe the trainee and give feedback on classroom performance.

This training criteria has been difficult for many institutions to completely fulfill because of demands on instructors and the large amount of time involved in doing field supervision. In addition, colleges realize that field supervision is costly because there is a small ratio of students and instructor hours. The necessary travel also escalates the cost. So several creative arrangements have been developed to accomplish full field supervision. Some are more successful than others, but each is unique to the local situation. Further discussion on this subject occurs in Chapter VI in the section "Field Supervision".

Very recently, colleges have been building laboratory or "hands-on" experience into most of their child development/early childhood courses.

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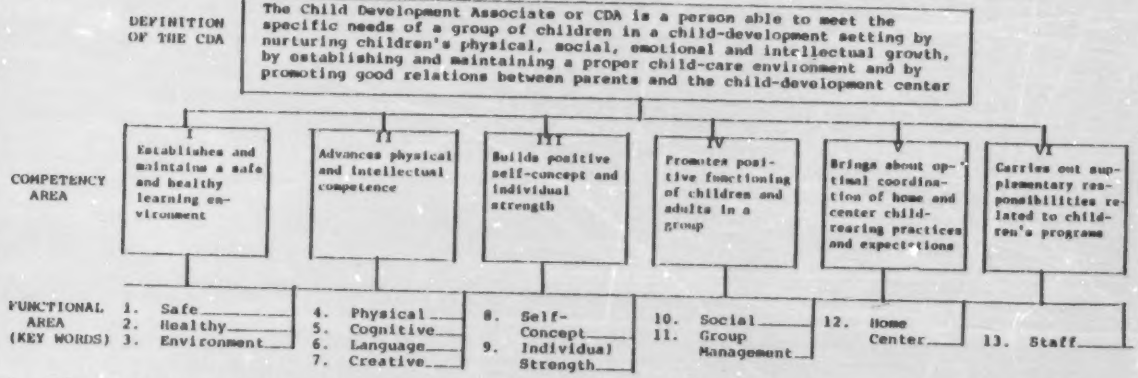
ILLUSTRATION 5

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM'S COMPETENCY STANDARDS


DEFINITION OF THE CDA
The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child-development setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child-care environment and by promoting good relations between parents and the child-development center
COMPETENCY AREA
I Establishes and maintains a safe and healthy learning environment
II Advances physical and intellectual competence
III Builds positive self-concept and individual strength
IV Promotes positive functioning of children and adults in a group
V Brings about optimal coordination of home and center child-rearing practices and expectations
VI Carries out supplementary responsibilities related to children's programs
FUNCTIONAL AREA (KEY WORDS)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home Center
13. Staff

1. SAFE--Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.

2. HEALTHY--Candidate provides an environment that is free of factors which may contribute to or cause illness.

3. ENVIRONMENT--Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

4. PHYSICAL--Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

5. COGNITIVE--Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the development level of each child.

6. LANGUAGE--Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

7. CREATIVE--Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

8. SELF-CONCEPT--Candidate helps each child to know, accept and appreciate herself/himself as an individual.

9. INDIVIDUAL STRENGTH--Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control her/his feelings.

10. SOCIAL--Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.

11. GROUP MANAGEMENT--Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

12. HOME-CENTER--Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF--Candidate works cooperatively with other staff members concerning plans, activities, policies and rules of the center.

That is, within a three (3) unit course, trainees will spend a portion of time in actually using concepts and techniques. The Texas Education Agency is supporting this effort by allowing colleges to have smaller classes and to allow more contact hours without reducing financial assistance.

3. Valid college credit must be given for all training.

Students must receive appropriate college credit for all college courses taken and for field supervision. By and large, this criteria is easily met by colleges. While no problem concerning credit may exist with the courses taught on campus by the college instructor, questions may arise concerning the field-supervised credits especially when the supervisor is not on the college faculty, such as the Head Start educational coordinator. In such a situation, careful negotiations must be conducted involving all concerned parties (Head Start director, college, UC staff, and Texas Education Agency) in order to ensure that the arrangement is a suitable one and that proper credit will be granted to the trainees.

Credits earned may or may not be applicable toward a college degree. Whenever possible, negotiations should take place which take into account the best interest of the trainees. The UC-CDA Model encourages colleges to offer courses which will count toward a degree plan.

Some institutions do allow CDA credits to count as requirements for a degree in early childhood education or child development, and others merely count them as electives in a degree plan. The transfer of credits between institutions is highly individualized. Presently, several institutions in Texas accept most credits from other Texas colleges. This is especially true for colleges who are members of the Junior College System of Texas. But there is only one Texas university where junior college child development credits are accepted as required courses rather than as electives. The trainee should be made fully aware at the onset of her/his training about the possibilities and limitations of transferring credits.

4. Training must be of variable intensity and duration to accommodate individual trainee needs.

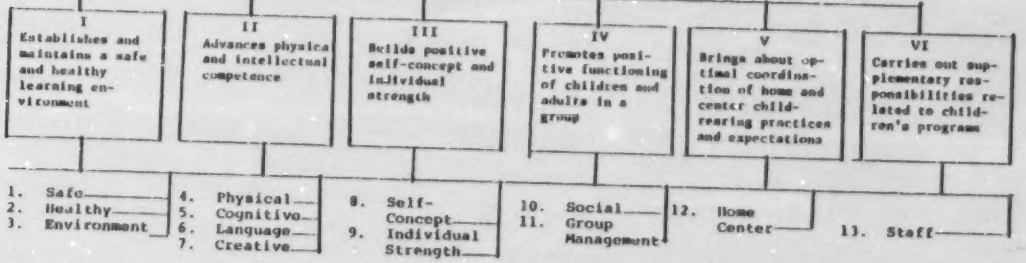
This criterion is one that is distinctive to the CDA credential. It means that the trainee's beginning level of skills and knowledge determines the amount of training he/she will need to obtain and

ILLUSTRATION 6

DIAGRAM OF COMPETENCY STRUCTURE

DEFINITION OF A BILINGUAL/ BICULTURAL CDA

The Bilingual/Bicultural Child Development Associate is a person able to meet the specific needs of a group of children in a bilingual-bicultural child development setting in which two languages and two cultures are acknowledged and used to help promote the child's physical, social, emotional and intellectual growth, by establishing and maintaining productive relations between parents and the child development center. In addition, through each step of the assessment system, the Bilingual/Bicultural CDA competently demonstrates: (1) effective communication in both Spanish and English and (2) effective functioning in and use of two cultures. Through these two languages and cultures the Bilingual/Bicultural CDA communicates effectively with children, parents and community.



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how long the training will be. Theoretically needs of each trainee will be unique and each training program will accommodate that uniqueness. That is, depending on the pre-training assessment, some will need two full years of course and field work, others may need only one semester, and others may need only the field-supervised training or only the coursework. (See Appendix I for sample assessment instruments.) In rare cases, there could be trainees who may need no coursework or fieldwork and who will only complete a portfolio and proceed with the assessment steps. Such cases occur where teaching experience has been extensive and skills are excellent. These individuals would not need to enroll in college, and non-college guidance and support may be sufficient to help them obtain the credential.

But even trainees who are very skilled and need no formal college work, may benefit from the structure of an individual study course for credit under the guidance of a qualified instructor in order to help them complete their portfolio and accomplish all the procedures necessary for assessment. Experience has shown that if there is no course structure, trainees take too long to complete the assessment steps or may never complete them at all. Without imposed deadlines, the trainee may be distracted by jobs, family problems, and other preoccupations from completing assessment and obtaining the credential.

Most trainees, however, can benefit from college work. The maximum usually needed by any individual who has had the appropriate amount of experience is about two years for a total of 24 credits, the model's contractual limit for each trainee. Some can be ready for assessment with as few as six credits. Trainees who require more than the allowed 24 credits to reach competence (assuming they have been assessed by a local Assessment Team and failed), must have the Director of their program request an extension from the UC office.

MRS. PRISCILLA GARCIA

CHAPTER IV THE UC-CDA RESOURCE MODEL PROCESS

Movement of trainees through the CDA Model involves several stages. At each stage, various important roles and responsibilities are carried out by the trainees themselves, as well as by other involved parties. Illustration 7 presents this process.

Step I: Trainee Selection

The responsibility for selection of trainees rests with the Head Start grantee and the potential trainee. This step is important because it is at this point that the commitment to training is made by both parties. The trainee makes a personal decision to undertake and complete training that will lead to being credentialed while the program commits itself to support and encourage the trainee throughout the training and assessment process.

A trainee is more likely to complete training and assessment if he/she receives appropriate counseling and thorough information at selection. Ideally, a Head Start program's Career Development Committee or a sub-committee should counsel and give information. If no committee exists, then the program Director and/or the CDA coordinator should carry out this role. The UC staff supports counselors by providing them with information, and other guidance so that this role can be successfully carried out. The careful selection and counseling of trainees at the beginning deters attrition.

To help trainees make decisions about entering CDA training, counselors should have them consider such things as family situation, personal career goals, and benefits and responsibilities of a CDA Credential. Prospective trainees should also consider their abilities to handle the demands of college training and their willingness to persist until competence is achieved.

Once trainee selection has occurred at the grantee level, training slots are requested in writing from the UC office on the official request form. (See sample form, Appendix S.)

Quoting specifically from the draft policy, priority order for training slots is as follows:

a. Persons presently participating in CDA training who will attain the CDA credential within two to three years.

b. Head Start classroom teachers who have not yet attained either the CDA credential or a bachelor's or more advanced degree in early

C D A

Training and Credentialing

STEP I

Trainee Selection

Parties Involved	Role
Trainee	Self-decision about CDA training
Head Start Career Development Committee (Local Grantee)	Screening; counseling regarding strengths and weaknesses
UC Staff	Support; guidance; information regarding CDA training and the CDA credential

STEP II

Training Progam

Parties Involved	Role
Trainee	Commitment; persistence in completing training
College Instructor	Training; guidance and counseling; training in needed areas; Advisement for possible advanced study
UC Staff	Support; guidance; training and assistance

STEP III

Assessment & Credentialing

Parties Involved	Role
Trainee	Commitment; Preparedness; follow-through with the credentialing process
College Instructor	Support; information; preparation for possible participation in LAT
Head Start Supervisor	Support; preparation for and possible participation in LAT
Parent-Community Rep.	Preparation for and participation in LAT
UC Staff	Information; liason with CDA-NCP national office on behalf of trainee
CDA-NCP Office	Information; assessment; award of credential

STEP IV

Advanced Study

Parties Involved	Role
CDA (Person holding a credential)	Self-Decision; commitment to further study
College Instructor	Support; counseling; guidance
Head Start Staff	Support; guidance

Illustration 7: Training, assessment and credentialing process

childhood education.

c. Head Start classroom aides interested in CDA as a way of upgrading their skills in working with young children.

d. Home visitors, particularly those who spend some time working with children in a group setting.

e. Head Start non-classroom staff who, interested in becoming a classroom staff member, look toward CDA training as a method for developing their skills in working with young children.

In summary, first priority should go to those persons who have been and are currently in training and are close to attaining the credential. Second in priority are those persons who are in charge of a group of children but who have had no formal child development or early childhood training. Third in priority would be teacher aides who indicate desire and demonstrate potential to become Head Start teachers. Lastly, other Head Start non-teaching personnel can be considered.

Other optional selection criteria the field coordinator can suggest grantees use are:

--Individual's compliance with CDA criteria as established by the CDA National Office

--Length of employment with Head Start

--Trainee willingness and commitment

--Individual's career goals

--Job requirement, as specified in job description or agency personnel policies

--Individual skills and abilities.

If a program has a functioning Career Development Committee, the committee and the Head Start director would delineate the criteria for selection of trainees for CDA training. (See Appendix G.) Before making definitive decisions about who is to participate in training, the committee should provide each potential trainee with proper counseling.

Step II: Training Program

This step is the crux of the UC-CDA Resource Model. All parties play vital roles in its implementation. Because this step may be lengthy, the trainee must demonstrate a great deal of commitment and persistence.

The college instructor's responsibility is to provide training suited to the trainee's needs. Throughout the training

process the instructor can guide, counsel, and encourage as needed. Through observation and feedback, he/she can help the trainee continually assess developing competencies. The instructor/trainee relationship is vital not only in training but throughout actual assessment, for often trainees will select their instructor as their advisor on the Local Assessment Team (LAT).

The role of the Head Start supervisor or CDA Coordinator is also very important in providing support, guidance, and very often, actual training. The local CDA supervisor and the instructor constitute a team which can lend invaluable support. The UC staff should stand ready to assist everyone to carry out his/her individual responsibilities.

Step III: Assessment and Credentialing

This is the culminating step in the UC-CDA Resource Model process. It is begun when the trainee submits the enrollment form to the CDA National Credentialing Program Office (See sample form, Appendix H). The form can be submitted at any point during the training phase. Some submit it early in training; others wait until a few months prior to completion of their training.

Upon receipt of the enrollment form by the national CDA-NCP office, the candidate's qualifications are reviewed in order to determine eligibility. If elgible, the candidate will receive an application packet. Trainees are not officially enrolled with the CDA National Credentialing Program until a completed application accompanied by a ten dollar ($10) fee, is received, reviewed, and accepted at the national office. The application form requires the names of three members of the Local Assessment Team: the trainee, the Advisor and the Parent-Community Representative. The trainee selects a qualified person to serve as his/her Advisor. With the help of the Head Start center Director, the trainee also chooses the Parent-Community Representative. When the completed application is received at the National office, the trainee will be sent a package of materials to be used by the LAT team members to collect data to prepare for the Local Assessment Team (LAT) meeting. The trainee's primary responsibility during the data-gathering phase is to complete a portfolio in preparation for the meeting. (Appendix H denotes some of the qualities of the portfolio.)

The trainee should be guided by the LAT Guidelines Handbook which is contained in the packet of materials sent by the National office. The book contains clear, step-by-step procedures to be followed by all LAT members. Also contained in the book are helpful "to-do" lists for each member.

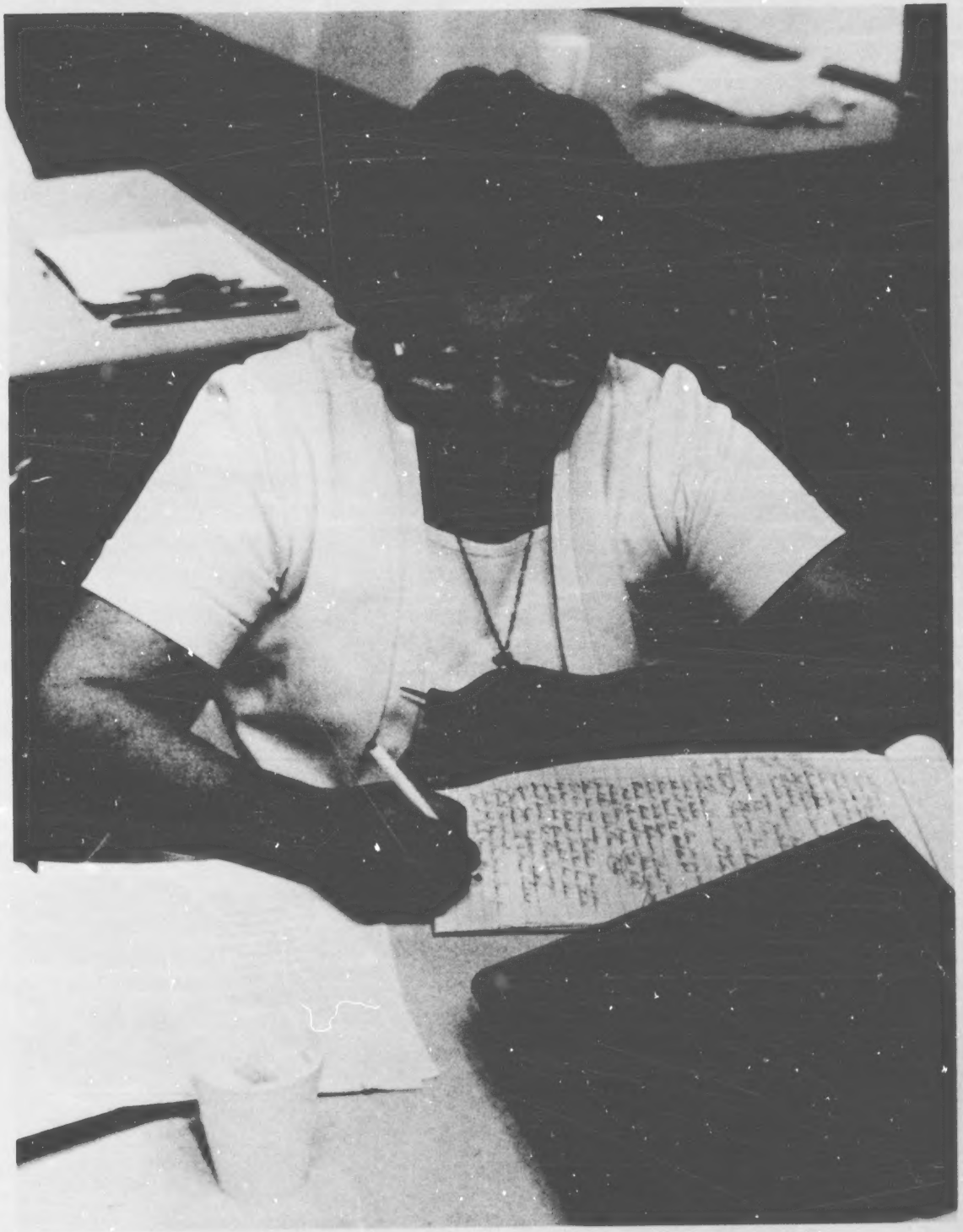
When the trainee is ready to be assessed (all data gathered, portfolio finished, and all necessary training completed), he/she submits the readiness form to the CDA-NCP office, with a suggested date for the assessment to take place. If the national office can honor the suggested date, it assigns a representative of the CDA-NCP -- who becomes the fourth member of the LAT -- to conduct the assessment. (See sample Readiness form, Appendix H.) The team members communicate by telephone prior to the meeting in order to confirm "readiness" and work out logistical details. After the LAT meeting, all assessment materials are mailed to the CDA-NCP office, along with the team's recommendation of whether to award or deny the credential. The National office then reviews all assessment materials to be sure that all procedures have been followed, considers the LAT's recommendation and decides to award or deny the credential. The candidate is notified within two to six weeks.

During this step, the trainee will need a great deal of support and encouragement. The Head Start center Director, the local CDA supervisor, and the college instructor can be sources of support. All LAT team members should encourage each other and thus make the data collection easier. At any time, the UC staff can be called upon for information, for assistance in communicating with the CDA-NCP office, or any other help that may be needed for the assessment.

Step IV: Advanced Study

After the attainment of the CDA credential, a significant number of trainees decide to pursue an advanced college degree. This decision may come about at any time during the training. Trainees should be counseled regarding the possibilities for advanced study so that an appropriate course of study or educational plan can be designed. The Head Start supervisor and the college instructor can consistently counsel in this regard.

This last step is not within the scope of the UC Model, and the UC's role is minimal within the CDA contract. However, this last stage is a positive and highly desirable outcome of the trainee's experience, and the UC encourages and supports it.



CHAPTER V STAFFING REQUIREMENTS

The CDA contract states that for each RTO area of Texas there will be the equivalent of one and one half (1½) field coordinator positions or a total of six coordinators for the State. The model specifies at least two people for each RTO: one full time field coordinator and one half-time assistant. Because of the distinctive needs of each RTO area, however, there is some flexibility as to how these positions can be filled. The Regional Training Office directors and their assistants carry some of the responsibilities related to the implementation of the model. A percentage of their time is alloted to administration and other related tasks.

Parenthetically, an important advantage of having the Regional Training Office directors involved with the Model is that they have a firsthand knowledge of each grantee and can thus arrange quicker and better service. Because of the rapport and the excellent working relationship between the RTO directors and their grantees which has developed over the years, confidence is high. This contributes greatly to the efficiency and strength of the Model.

Servicing every grantee in the entire State means geographically covering a significant amount of territory. It has been necessary in some areas of the state to employ more than two persons to fill the one and one-half (1½) field coordinator positions. That is, sometimes three one-half (½) time persons traveling in different directions can serve the grantees more efficiently. This seems to be a workable staffing alternative.

Additionally, by employing several part-time persons, there is a greater opportunity to select staff with diverse backgrounds and working styles, thus allowing a more appropriate match with grantees. One staff person can also play the important role of "anchor person" at the office. This job consists of being available daily with the telephone, tracking roster, and other files of information close at hand to receive and respond promptly to communications from the field. The staff member must have a thorough knowledge of CDA and the UC-CDA Model in order to act on requests without delay. This role seems crucial to maintaining good communication.

Where there has been only one person covering an area, the job can become overwhelming. Duties include extensive travel, and keeping close track of a large number of trainees, as well as coordinating the roles of the colleges, grantees, and the UC. In regard to monitoring trainee progress, it is best to keep a high trainee to

coordinator ratio. In the past, ratios have varied from 1:45 to 1:80. Effectiveness is greatly affected by the size of the ratio, and it is recommended that they be maintained manageable.

Qualifications for UC Field Coordinator

The effectiveness of the Model is also dependent on the effectiveness of the Field Coordinator. Field coordinators must have at least a B. A. in child development or early childhood education and preferably have had experience with preschool children and in training and supervising teachers. The person must possess interpersonal skills such as the ability to develop and maintain effective working relationships with Head Start staff, university officials, and other professionals, and the ability to communicate with and relate to people of all ethnic backgrounds. Other qualifications include counseling and management skills, initiative, and the ability to cooperate in carrying out required duties. It is also helpful if the individual knows about Head Start and understands the CDA concept. See Appendix M for a sample job description. These descriptions specify most of the qualifications listed above and encompass the responsibilities discussed below.

Responsibilities of Coordinator, UC and RTO Staff

The UC field coordinator's title is a basic description of the nature of the job. The responsibilities of the field coordinator as they were originally delineated and as they have developed over the years are as follows. Other members of the UC and RTO staff will also have certain duties associated with these responsibilities.

1. Assist with recruitment of CDA trainees at the local grantee level.

2. Assist with enrollment procedures of trainees into the colleges and universities.

3. Negotiate with the colleges for suitable courses to meet trainee needs.

4. Assist colleges (if requested) in designing or modifying programs to meet the CDA training criteria.

5. Monitor trainee progress through the training program.

6. Monitor trainee progress through the assessment and credentialing process.

7. Lend assistance and support to college instructors.

8. Plan and conduct workshops for trainees, Head

Start administrative and/or supervisory personnel, and college personnel, on various CDA-related topics.

9. Maintain on-going communication with grantees and institutions regarding all relevant aspects of the CDA contract.

10. Assist grantees in obtaining non-college based training from other teaching staff.

11. Accept grantees' request for training slots and assign available slots considering the overall needs of all grantees as well as the contract limitations.

12. Work cooperatively with other UC and RTO staff to carry out effectively and efficiently the requirements of the contract.

1. Assist with recruitment of trainees at the local grantee level.

The field coordinator guides and supports the local grantees in recruitment. This task should be done with care, taking into consideration several informal guidelines. Grantees are encouraged to select trainees in the priority order recommended by ACYF's Proposed Policy for Incorporation of CDA's into Head Start Classrooms (see Appendix F).

Attrition is costly and inefficient, but, while it is impossible to eliminate it totally, it can be substantially minimized through proper screening and counseling prior to enrollment. A local program staff member or staff committee (perhaps a subcommittee of the Career Development Committee) in each Head Start program should have counseling skills. This is an important area that tends to be neglected by programs. The UC staff must impress upon them the importance of this procedure and be prepared to provide training and assistance to help local program staff follow through. Counseling with the trainees should occur before training begins and periodically throughout the training program.

Each semester, four to six weeks prior to actual enrollment, the grantees submit to the UC office in each RTO area a list of trainees. Such a list is needed so that names can be submitted to the colleges in the letter of authorization (See sample letter, Appendix K) mailed prior to registration. This timeline requires, then, that counseling decisions be made with ample time, by July 31, for fall semester and by December 1, for the spring. In actual practice, UC field coordinators encourage grantees as well as colleges to begin thinking about training slots and courses as early in the preceding semester as possible.

Head Start programs must be encouraged to make trainee selection a thoughtful, deliberate process rather than a hasty, arbitrary one that later results in a high trainee drop-out rate. (See Chapter IV for more on Trainee selection.)

2. Assist with the enrollment procedures of trainees into the colleges and universities.

Although enrollment usually occurs smoothly, UC staff including Field coordinators should:

a. Be aware of every institution's pre-enrollment policies and actual enrollment dates, times, and places. Find out if there are any special registration arrangements for the Head Start trainees. (Some colleges enroll the trainees as a group at a special time; one college allows the instructor to process all enrollment cards for out-of-town trainees.)

b. Obtain information concerning requirements for enrollment such as transcripts, diplomas, advisement, etc.

c. Compile a list of course titles and numbers, the days and times for the up-coming semester, and the names of the instructors.

d. Inquire as to how billing is to take place and inform colleges about UC procedures and policies in that regard.

e. Find out names of contact persons at educational institutions to pass on to the local programs.

f. Insist that colleges and grantees notify the UC office of any last minute changes in registration, particularly in the list of enrollees.

Consortium staff communicates all the above information to the grantees verbally and/or in writing. The local program CDA supervisor should call the contact person at the college early enough to attend to all relevant procedural details.

Only in very unusual cases will UC staff need to be present at actual registration at any college. Such a case might be when Head Start staff attends classes for the first time under the UC-CDA contract. But if a college administrator so requests, a UC staff member should be present. Otherwise, staff should instead remain at the office where they can coordinate the various college registration dates and requirements for trainees.

At the time of registration, the college administrator in charge of registering the Head

Start trainees should have the UC letter of authorization in hand with the list of trainees who are registering and the courses they will take. Any discrepancy must be promptly communicated to and rectified by the UC office.

An exact list of the trainees who enroll is completed approximately three weeks after the course begins and is validated by the college. The list is then submitted to the prime or subcontractor for payment of tuition and fees.

3. Negotiate with the colleges for suitable courses to meet trainee needs.

The majority of colleges and universities have courses suitable for CDA. A small number of them, however, may need to develop such courses. Thus, negotiation with the institution may consist of: (1) request for creation of new courses that meet CDA training criteria, (2) request for reorganization of existing courses to the CDA criteria, and/or, (3) request for courses to be offered at places and times convenient to trainees rather than at more traditional college locations and times.

In essence, UC staff negotiates in order to articulate the training needs of CDA trainees to the institution and insure its response to those needs.

4. Assist colleges, if requested, in designing and/or modifying programs to meet the CDA criteria.

Often, CDA field coordinators may be asked by the college development heads, instructors or other administrators to help develop a course syllabus, recommend textbooks and other teaching materials (e.g., existing curricula, films, etc.), and to help find a suitable instructor. They may also help design new courses or adapting existing ones to address the CDA training criteria (see Chapter III). During initial negotiations, the UC staff should make the college aware of their willingness to assist in this process. Many colleges are very interested in teacher training which puts a greater emphasis on demonstrated competencies. The cooperative relationship established between the college and UC staff help both. Helping the college and implementing the model at the same time are goals only qualified field coordinators and UC staff can achieve.

5. Monitor trainee progress through the training program.

A master list containing the name of every trainee is kept up-to-date in the office of the UC staff. (Appendix E.) Social security number, address, and telephone number is kept, along with the title of every course taken and the dates when taken. This list is reviewed and updated frequently throughout the

training period in order to (1) monitor trainee movement through the training program, (2) check when trainees are nearly finished and ready for assessment, and (3) prevent repetition of courses, which the contract does not allow.

6. Monitor trainee progress through the assessment and credentialing process.

Beginning with enrollment at the CDA National Office, the UC staff should know and support each step the trainee makes in the assessment process. UC staff must be prepared to serve as an advocate for the trainees at the CDA National Office. Trainees often have communication problems when contacting the CDA National Office: Field coordinators may step in to allow UC staff to facilitate a response.

There will be instances when trainees will complete their training program but for diverse reasons will not undergo assessment immediately following as is recommended. The reasons may include any of the following:

a. National Credentialing Program office in Washington, D. C., is slow to or does not respond.

b. Trainee fails to adequately complete early required steps in the assessment procedures.

c. All members of the Local Assessment Team cannot be secured (a requirement before assessment can proceed).

d. A Local Assessment Team Member drops out and must be replaced.

e. A trainee simply procrastinates.

f. Local support and encouragement for the trainee is insufficient.

It is best that assessment not be postponed because of the inevitable loss of momentum and enthusiasm. The longer it takes between completion of the training program and actual assessment, the more difficult it becomes for the trainees to complete assessment.

During the second program year of the University Consortium contract (79-80), CDA Consortium in Washington, D.C. (now the CDA National Credentialing Program under Bank Street College of Education) closed for almost a year and a half, and many trainees had to postpone their assessment considerably past the end of their training period. It was difficult to remotivate those trainees to complete assessment, a task which invariable fell upon the Educational or the CDA supervisor at the local program level. Local supervisory staff with the sup-

port of the Career Development Committee must encourage and assist the trainees in completing the assessment steps and in obtaining their credentials.

If a Head Start program has several trainees who delay their assessment, it may be desirable to group them and to schedule weekly meetings in conjunction with their Supervisor. This strategy will assist in determining where the trainee is, and steps can be taken to help them to complete each step as needed. The esprit de corps that the group generates may serve to encourage each individual to a greater degree than if he/she were working alone.

7. Lend assistance and support to college instructors.

As mentioned previously, UC staff may participate in course development and recommendation of possible instructors for courses. Once a course is underway, the UC staff should make at least one visit per semester, and may make several, if needed, to the college class. The instructor should be made aware of the resources available to him/her from the UC office as well as from the Leadership Development Program materials library (Head Start LDP, Region VI, Texas Southern University). An important resource for all instructors is the CDA Resource Center at the University of Illinois. Instructors names can be placed on the mailing list to receive the CDA Bulletin, which is also a helpful publication for CDA trainees. See Appendix J for a draft bibliography of resources available at the center.

UC staff may also be involved in analyzing the extent to which existing courses meet the CDA training criteria. They may also need to present instructors with a clear description of these criteria in order that they may use them in their teaching. The expertise of the UC staff may be a valuable help to instructors. In addition, since instructors may serve as advisors on LAT (Local Assessment Team) meeting for trainee assessments, they will need support and information about the overall assessment procedure and particularly, the advisor's role.

8. Plan and conduct workshops on various CDA-related topics for trainees, Head Start administrative and/or supervisory staff, and college personnel.

Area-wide and state-wide workshops held periodically should help those involved to better carry out their responsibilities through increasing understanding of the CDA concept and through the sharing of skills and information. Workshops should be planned with the needs of the participants in

mind. The needs may be assessed informally through the site visits, or determined more formally through written assessment and participant input. In practice the entire UC staff including field-coordinators hold one large statewide workshop and one or more area-wide and/or cluster workshops (See Appendix Q for sample programs and agendas). Workshops require careful planning. UC staff cooperates to plan and carry out the statewide workshops which involve participants from all four areas of the state. Area-wide workshops are the responsibility of the UC staff in the particular area where the workshops are being held. Every grantee is given ample opportunity through these workshops and other means, to become informed about the CDA credential and the CDA training opportunities that are available.

9. Maintain on-going communication with grantees and institutions regarding all relevant aspects of the CDA contract.

On-going communication with grantees and colleges is essential in order to carry out the work of the model. Local Head Start programs and colleges need to know current information about the CDA National Credentialing Program, the requirements of the contract at different stages, and news about future workshops, new materials available, etc. Ideally, the UC staff should make weekly contact with each program about the progress of trainees and any difficulties encountered. Communication, whether by phone, writing, or in person, is crucial to successful model implementation.

Another aspect of training that is very important and should be incorporated into the workshops is that of orienting college personnel to the Head Start program -- its goals, philosophy, and structure. This orientation may help to develop better communication and rapport and a continuity of experience for the CDA trainees.

10. Assist grantees in obtaining non-college-based training from other teaching staff.

Although the primary thrust of the Model is to provide college-based training, it is within the scope of the Model to assist grantees in obtaining non-college-based in addition to or instead of college-based training. There may be some potential trainees who cannot enroll in college classes because they do not have high school diplomas. But, while a diploma is required for college enrollment, it is not a requirement for the CDA credential. These staff members can still receive training on a non-credit basis. However, most grantees encourage staff to obtain their high school diploma (GED) so that they can

attend college for their credited training. The college route has proven, by and large, to be the most efficient way for grantees to provide their staffs with training.

11. Accept grantees requests for training slots and assign available slots, taking into account the overall needs of all grantees as well as the contract limitations.

Each of the four RTO areas is allotted an equal number of training slots, based on the contract's total allotment for the year. Grantees in each area, after assessing their needs for CDA training, submit a request for the desired number of slots. The UC staff is then responsible for allocating slots to each grantee. Every effort is made to grant the requested number, but when the total requested is greater than the total allotment, decisions are made based on the following factors:

--Number of CDA's already on the local program's staff in proportion to the program's needs.

--Number of training slots allotted to each local program in preceding semesters as compared to other programs.

--Amount of funds available to accommodate additional trainees.

For the three years that the UC-CDA Model has been in operation, total grantee requests have exceeded the number of slots allotted in the contract. In the first year, there were 30% more trainees enrolled than the minimum required spaces allotted because of the dropouts that inevitably occur.

In the second contract year, funds were reduced by 50%. But the majority of trainees who enrolled the first year had not completed their training program, and were carried over through the second year. This made for a 96% enrollment over the contract minimum requirements. To follow through with its commitment to the trainees, the UC accommodated the over-enrollment by shifting funds out of other budget categories to pay for tuition and fees.

By the third year, when the most trainees were exiting the training, the contract funds were brought back up to nearly first year levels, and there were only 12% more trainees enrolled than the contract required. The chart on the next page shows enrollment trends over the three-year period.

While the practice of exceeding the numbers of trainees required by the contract offsets any serious attrition that occurs, it has its drawbacks as well. Large numbers of trainees seriously limit the amount of personal contact the UC field coordinator can have with in-

STATE-WIDE ENROLLMENT

Fall 1978 through Spring 1981

Semester	Enrollment Required by contract	Actual Enrollment	Approximate % Over
Fall 1978	360	413	31%
Spring 1979	360	470	
Fall 1979	180	262	96%
Spring 1980	180	284	
Fall 1980	340	350	12%
Spring 1981	340	386	

dividual trainees. There are also great demands on college instructors if they are to give adequate field supervision. While the UC field coordinator may need to guide some programs more closely than others, it has been possible to accommodate larger groups of trainees when the UC staff has worked closely with the local CDA supervisors. In this manner, a reasonable amount of over-enrollment (10-20%) can be handled successfully.

Smaller rural programs often do not have a sufficient number of trainees at one time to "make" a class. A minimum of ten to twelve persons is usually required by colleges to justify a class. This has been resolved by the following:

Two or more grantees combine their trainees so there is a sufficient number.

Colleges advertise the class to the child care community (Title XX, private day care, etc.) and Head Start staff assist in recruiting students.

Cluster courses (seminars) one or two weeks long are developed so that grantees can participate.

12. Work cooperatively with other UC and RTO staff to carry out effectively the requirements of the contract.

Successful implementation of all aspects of the Model requires teamwork from all staff. The field coordinator is responsible to the RTO director. Staff meets regularly (as needed but, minimally, once a month) with the project director in order to plan, share informatio, review tasks and timelines, coordinate schedules, and write joint reports required by

the contract. Needless to say, good communication and cooperation are vital to an effectively functioning team.

CHAPTER VI ASSESSMENT OF CDA INTERNS

The ultimate success of the UC-CDA effort in Texas will be reflected in a significant increase in the total number of CDA's in Head Start classrooms across the state. Therefore, while training remains the primary focus of the UC-CDA Resource Model, the attainment of CDA Credentials by trained individuals is the best indication of successful training.

A Summary of the CDA Assessment Process

At a certain point during the training program (to be determined by trainee and local CDA coordinator or the instructor), the trainee will submit an enrollment form to the CDA National Credentialing Program office. (See Appendix L for address and Appendix H for copies of all appropriate forms. Also see Chapter IV for another discussion of this process.) The Child Development Associate-National Credentialing Program office will respond by sending the candidate a pack t of materials which includes an application from. The candidate returns the completed application to the CDA-NCP office as soon as all members of the Local Assessment Team (LAT) have been selected. A ten dollar ($10) fee must accompany the application. After this is received, reviewed, and accepted by the National office, a LAT packet of materials which contains instructions. and materials for each of the LAT members, is sent to the candidate. Each team member reads his/her materials thoroughly and begins the data-collection needed for the team meeting. When all the information has been gathered, the candidate submits a readiness form suggesting a date when the CDA-NCP representative can visit the candidate for assessment. After the actual assessment takes place, the Local Assessment Team sends all the assessment materials to the national office and makes its recommendation to the CDA-NCP. When the materials and recommendations have been reviewed, the CDA-NCP decides to award or deny the credential, and the candidate is notified within six weeks.

UC Staff Role

Consortium staff helps in the assessment process in a variety of ways.

Tracking Intern Progress

The progress of each candidate through the system will be recorded by UC staff on a chart in the RTO office beginning with the enrollment step and ending with the receipt of the credential by the CDA, (for sample tracking chart, see Appendix E). This procedure requires that UC staff call the Head Start programs frequently and inquire specifically about each trainee. His/her progress will be recorded

and the UC staff will help when the trainee has problems. Calling the CDA National Credentialing Program Office on behalf of the trainee, clarifying a step, helping him/her get necessary forms and information, are a few things that the UC staff can do to help. Frequent communication may also help to prod and to encourage trainees to persist with the process and obtain the credential. Many seem to need that gentle nudge.

The Local Assessment Team Meeting

The responsibility of the UC staff is to acquaint candidates with the Local Assessment Team (LAT) Meeting. Knowing in detail what transpires at a LAT meeting helps to put the candidate, advisor, and especially the parent/community representatives more at ease. These three individuals are all members of the team. The fourth and final member is the CDA-NCP representative, who participates only during the actual assessment. The team may want to use two companion films, Toward Quality Care I & II, produced by the University Research Corporation or they may role play a LAT meeting in order to ease anxieties about assessment.

In rare cases, the UC staff member may be asked by the trainee to serve as advisor on the LAT. The staff member can do so under the following conditions:

If workloads permit the staff member to invest the time required to do the job well.

If the staff member meets the requirements prescribed by the CDA National Credentialing Program Office.

It may be more desirable to encourage trainees to ask a qualified local person to serve as advisor because this advisor would be readily available while at the same time a dependable source of support to the intern throughout the training period. See Appendix H for further information about the LAT meeting.

Additional Assessment and Training Issues

UC Field Coordinators are continually asked about LAT members' roles, responsibilities, and qualifications, as well as about field supervision itself. Some of these issues are discussed in the following paragraphs.

1. The Advisor on the Local Assessment Team

The advisor is one of the four (4) members who sit on the Local Assessment Team Meeting. His/her responsibilities and role are very important to the entire assessment process. Because of the many questions that come up in the field about advisors, this section will

attempt to clarify their qualifications and responsibilities.

According to the CDA National Credentialing Program policy, the definition and qualifications for the Advisor are as follows (quoted with permission from REP REPORT, October, 1978):

> The advisor is a professional in the field of Early Childhood Education or Child Development with both formal academic preparation and actual work experience as a child care worker in a child care or child development center.
>
> Minimum professional requirements are:
> A. One (1) year of work experience in child care/child development center working directly with a group of children as their primary caregiver.
> B. A degree in either Early Childhood Education or Child Development from an accredited institution.
>
> OR
>
> At least four (4) courses in either field from an accredited institution.
>
> The academic requirements may be waived by two (2) additional years of experience in a child care/child development center working directly with a group of children as their primary caregiver, one (1) year of which supervised and one (1) in which the person served as supervisor of other caregiving staff.
>
> The advisor must be familiar with local requirements and standards of child care centers serving children aged 3 to 5 years. She/he must be aware of the program at the candidate's center as well as of the needs of the community and its children.
>
> The advisor agrees to have developed a professional relationship with the candidate prior to the assessment. This relationship should be of a minimum duration of twelve (12) weeks of active work with the candidate, whether accumulated in the past or formally begun at the time of the candidate's entry into the system. The relationship implies that the Advisor has or gains knowledge of the candidate's past experiences, attitudes, and abilities as a child care worker. Moreover, the Consortium (now the CDA National Credentialing Program) expects the advisor to provide individualized advice and guidance about her/his work with children to the candidate while she/he prepares for the assessment.
>
> The advisor agrees to formally observe the candidate at least three (3) times during the period of the professional relationship and to complete the Advisor's Report Form summarizing her/his observations and describing the candidate's

growth over the period covered.

The Advisor agrees to participate in the Local Assessment Team meeting when it is scheduled.

The Advisor maintains her/his impartiality during the professional relationship. In order to assure this, she/he can assume all functions or roles in the center or community except the role of co-worker in the same room with the candidate during the assessment process.

The advisor must not have a child or other relative under the direct supervision of the candidate.

In addition to the qualifications and responsibilities delineated by the CDA-NCP office, the UC staff recommends strongly that the advisor possess the counseling skills necessary to guide the candidate. Also, it is essential that the Advisor have good observation skills, for he/she will need to observe and record behavior of the candidate. A good understanding of and sensitivity for the general Head Start philosophy and for the candidate's individual program are also valuable.

The CDA candidate selects his/her Advisor. The choice must be made early in the process and certainly no later than the point at which the candidate submits the official application to the National Office. The Advisor's name must be on the application. The Advisor can be anyone who meets the above qualifications and can invest the time necessary to carry out the responsibilities. It is especially important that the Advisor develop and maintain a professional relationship with the candidate. Often, that relationship is the key to the candidate's successful assessment and credentialing.

There have been some problems in finding qualified people to serve as Advisors especially in rural areas, and more especially Advisors for the bilingual/bicultural assessments. Trainees will need assistance in securing an Advisor; the UC staff and the CDA National Credentialing Program Office may help, especially in areas where choices are limited.

2. The Parent-Community Representative

The parent-community representative is another member of the Local Assessment Team (LAT). The person filling this role is from the community where the center is located. The responsibilities and qualifications of this member are not as detailed as those of the Advisor. Fewer problems or questions arise in the field regarding this position, and there is no need to describe the role specifically, but the reader may refer to Appendix T for a list of the responsibilities and requirements of the parent-community representative.

3. Field Supervision

An area of the Model that requires continual attention is field supervision. Various factors have made this aspect of training difficult. Whereas every institution does provide some field-supervised instruction as the CDA training criteria requires, it has seldom been 50% or more of the total instruction time, another criteria requirement. Reasons for this include (1) large caseloads (often 20 to 30 students per instructor), (2) widely scattered and distant places of work that one instructor must cover, (3) the field supervisor has other responsibilities which take priority, (4) travel money is limited, and (5) field supervision has simply not been previously identified as a need.

Because of these interfering factors, college instructors and program personnel have had to be creative in accomplishing the required field supervision. Where it has been possible, the college instructor has done it all. Where it hasn't, arrangements are usually worked out between the college and the local program where the educational coordinator or other qualified person is approved by the college to assist with the field supervision. College approval is required so that proper credit can be granted. In such cases, the class instructor and the field supervisor work very closely together in order to provide coordinated and meaningfully supervised experiences for the trainee in his/her place of work. But in cases where this arrangement exists, the instructor is still required to make a minimum of one visit per month to each trainee's center. The balance of the supervised experiences can be done by the approved program person.

There may be cases where no qualified person is available locally to assist the instructor with field supervision. Then, the college is responsible for meeting this criteria by hiring additional staff and/or lightening the instructor's load, to enable him/her to do the field supervision. Through careful, tactful negotiations, often involving arrangements for renumeration for travel costs, adequate arrangements can usually be made.

Field-supervised experiences can be provided for trainees in a variety of ways. The instructor does not have to be bodily present for all of the 50% time required, though she/he must be there a significant amount of the required time. Trainees may be given guided assignments to carry out in their classrooms which involve other co-workers. For example, a trainee may be assigned to read a story to a group of children and be observed by the director, educational coordinator, or a fellow teacher who uses an observation scale (see Appendix I). If possible, the

trainee should be given verbal feedback about her/his performance. The trainee can later discuss the assignment with the instructor.

Another possibility can be to make a tape recording of a certain assigned activity carried out by the trainee to be turned in to the instructor for evaluation. Whenever possible, videotape equipment could also be used.

At certain times instructors can group trainees together at one center and do demonstration and observation activities with several trainees in their own or another's classroom. Also, it should be kept in mind that even though all trainees must be observed in their own classrooms, the amount of time can conceivably vary with each individual trainee according to his/her assessed level of skill and competence in the classroom. This takes into account the criterion of individualizing the training according to trainee strengths and weaknesses.

For example, it is possible that a trainee may perform very well in the classroom but may lack the theory and knowledge necessary to reinforce that performance. While competence in the classroom is determined by thorough observation by the instructor, in meeting the needs of this trainee the instructor may spend less time in field supervision and focus instead on helping the trainee acquire a theoretical understanding of what he/she is already doing. It would be important to help the trainee articulate his/her knowledge since this will be required of him/her during the official assessment. The visits to the classroom by the instructor, may then be minimal (minimum is 50% of total training time) and more time can be devoted to understanding theory.

In other cases, the reverse may be true. A trainee may have adequate theoretical knowledge and information but may lack the abilities to apply them. Here the instructor would do well to provide many practice or performance activities with ample feedback to help the trainee gain competence.

By and large, the trainees fall somewhere in the middle in regard to their skills and knowledge. And generally, the 50% academic/50% field-based training guideline is a sound one for the majority of trainees. To achieve this, most colleges offer one course for lecture/academic experiences and an accompanying field-based course for equal credit. Some colleges offer academic courses with lab/field-supervision built in.

CHAPTER VII THE TEXAS UC CERTIFICATE OF TRAINING

Head Start staff who are involved in CDA training have the opportunity to earn the Texas UC Certificate of Training as well as the CDA Credential. This Certificate is an additional recognition of competency bestowed by the Texas University Consortium on trainees who meet specified UC criteria.

The nature of the certificate fits the high standards and requirements already being demanded of the CDA intern for the CDA Credential. Thus, little, if any, additional work or effort will be required of the intern. The acquisition of the certificate will result in an even stronger statement concerning the training and demonstrated competence of the trainee.

A precedent for the Texas UC Certificate of Training was set in the summer of 1980 when the UC presented special certificates to those individuals who had completed UC training and would have been assessed the spring and summer of that year, if the CDA Consortium had not closed down because of government contract problems. Although no systematic criteria were applied in selecting the recipients of first-time certificates, they were to have completed the college-based training provided by the UC-CDA Resource Model and would have proceeded toward CDA assessment if the CDA Consortium had been open.

Needless to say, the recepients of the certificate were elated about the recognition of their efforts at the state-wide Head Start pre-service workshop in August, 1980. In fact, the certificate was so well received that a decision was made to continue the practice but to strengthen the certificate by requiring a UC specified process of documenting and confirming competency for the award. Other factors affecting the decision to award a UC Certificate were such things as the apparent trend to decentralize activity from national to local levels and the need to make more efficient use of scarce resources.

It bears mentioning, however, that this process does not currently differ substantially from what is already required of the CDA trainees and is not meant to compete with or detract from the CDA Credential in any way. The attainment of the UC certificate does, however, require validation by the University Consortium through use of the UC's own forms used in assessment and documentation procedures.

The UC Certificate Assessment Process

The UC Certificate assessment process includes a series much like the CDA assessment

C D A

Training and Credentialing

STEP I

Trainee Selection

Parties Involved	Role
Trainee	Self-decision about CDA training
Head Start Career Development Committee (Local Grantee)	screening; counseling regarding strengths and weaknesses
UC Staff	Support; guidance; information regarding CDA training and the CDA credential

STEP II

Training Progam

Parties Involved	Role
Trainee	Commitment; persistence in completing training
College Instructor	Training; guidance and counseling; training in needed areas; Advisement for possible advanced study
UC Staff	Support; guidance; training and assistance

STEP III

Assessment & Credentialing

Parties Involved	Role
Trainee	Commitment; Preparedness; follow-through with the credentialing process
College Instructor	Support; information; preparation for possible participation in LAT
Head Start Supervisor	Support; preparation for and possible participation in LAT
Parent-Community Rep.	Preparation for and participation in LAT
UC Staff	Information; liason with CDA-NCP national office on behalf of trainee
CDA-NCP Office	Information; assessment; award of credential

STEP IV

Advanced Study

Parties Involved	Role
CDA (Person holding a credential)	Self-Decision; commitment to further study
College Instructor	Support; counseling; guidance
Head Start Staff	Support; guidance

Illustration 7: Training, assessment and credentialing process

process. The requirements for some of the steps, however, may be streamlined to increase efficiency and cost effectiveness without compromising quality and credibility. See illustration 8.

Qualifications for Persons Participating in the Texas UC Local Assessment Process (LAP).

Three parents:

1. Must currently have, or have had a child in the Candidate's classroom for at least six months.

2. Must be willing to be available for an interview by the UC Representative on assessment day.

3. Have been volunteers in the Candidate's classroom a minimum of eight hours.

Professional Person:

1. Must have a degree in early childhood or child development, or have 24 course units in early childhood or child development.

2. Must have two years experience working with children in a child development program, one of the two years as a teacher.

3. Must be trained by UC in the assessment process.

4. Must be available for interview on assessment day.

5. Must be able to conduct the required observations.

The UC Representative:

1. Must be a member of the UC staff.

2. Must be knowledgeable of the CDA competencies, functional areas, and behavior indicators.

3. Training and experience in early childhood or child development preferred.

4. Must possess observation and interview skills.

Assessment Requirements

Official UC documents exist for the following procedures:

1. Candidate application for assessment and credentialing.

2. Interviews for parents, professional person, Director and the Candidate.

3. Reviewing for the Portfolio.

4. Observation of the candidate.

5. Recording the UC review committee's final decision regarding the award.

CDA CREDENTIAL	TEXAS UC CERTIFICATE OF TRAINING
Step I - Pre-Entry	
1. Candidate submits an enrollment form.	(This step is eliminated or combined with the application step.)
2. Enrollment form is screened for eligibility.	
3. Candidate mailed an application packet containing an official application form, a Local Assessment Team Guidelines Handbook, and a Portfolio workbook.	
Step II - Application	
1. Candidate submits CDA-NCP application with $20 fee.	1. Candidate submits UC application form.
2. LAT members names are included on the application: the Advisor and the Parent-Community Representative, also the names of the Program Director, and a fellow co-worker.	2. Names of five individuals other than the candidate to be involved in the Local Assessment Process are included in the application, three parents who have volunteered in the candidates classroom, one professional person who meets the UC qualifications, and the Director.
3. Proof of training is submitted.	3. Proof of training not necessary; record on file with the UC.
Step III - Intake and Initial Assessment Activity	
1. Local Assessment Team members collect their information to be used at the LAT meeting to take place assessment day: --Parent-Community Representative distributes, collects and tabulates the parent opinion questionnaires; makes written observation on candidate. --The Advisor makes at least three 2-hour written observations of the trainee working with the children in a classroom. --The Candidate prepares the portfolio.	1. The persons involved in the Local Assessment Process (LAP) have the following responsibilities: --The professional person must do at least three written observations of the candidate in the classroom. --The Candidate develops and completes the Portfolio as required by CDA.
2. Lat members become throughly familar with the Guidelines LAT Handbook during the time.	2. Individuals in the LAP will be mailed a letter explaining their role and responsibilities during the LAP.
Step IV - Assessment	
1. All LAT members have completed all data-gathering as required by the guidelines and are available on assessment day to participate in the LAT meeting.	1. All LAP participants will be available on assessment day.
2. The CDA-NCP assignes its representative to be the fourth member of LAT.	2. The Texas UC will send its authorized representative to conduct the assessment.
3. The CDA-NCP Rep. observes the candidate for a minimum of 3 hours in the classroom with children. The Rep. conducts an interview with the candidate and then participates in the LAT meeting with the other three members.	3. The Texas UC Rep. will interview the 3 parents whose names were submitted on the application. He/she will interview the professional adviser and review the written observations. The UC Rep. will review the portfolio using the appropriate form. The Rep. will observe the Candidate in the classroom and document her/his performance in writing. He/she will interview the Candidate after the observation.
4. CDA-NCP assessment procedures are followed during the LAT meeting. At the conclusion of the meeting, all assessment materials, except the portfolio, are mailed to the CDA-NCP office.	
Step V - Award	
1. The Cda-NCP reviews all assessment materials submitted by the LAT and considers the recommendations of the LAT.	1. The UC Rep. submits all documentation to the UC review committee; he/she makes the recommendation concerning the award.
2. If all is in order, the Candidate is notified within six weeks concerning the Credential.	2. The UC review committee decides concerning the award (based on all the documentation) and notifies the candidate within two weeks.

ILLUSTRATION VIII: A COMPARISON BETWEEN THE CDA PROCESS AND THE UC CERTIFICATE PROCESS.

APPENDIX A

Texas University Consortium
Child Development Associate Resource Training Model
for Head Start

DIRECTORY OF TEXAS HEAD START PROGRAMS

FEBRUARY, 1981

Central Texas Area.....1

North Texas Area.....4

South Texas Area.....8

West Texas Area.....11

Mary Tom Riley, Ed.D
Director

CENTRAL TEXAS REGIONAL TRAINING OFFICE

Full Year Head Start

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
SOUTH PARK ISD 6CH129 ACYF CR: JEANNIE DARNELL	MR DANIEL CLARK SOUTH PARK ISD 1025 WOODROW BEAUMONT TEXAS 77705	MRS CLAIRE COLLIER SOUTH PARK ISD 1025 WOODROW BEAUMONT TEXAS 77705
GALVESTON COUNTY COMMUNITY ACTION COUNCIL INC H-5301 ACYF CR: JEANNIE DARNELL	MS JUNE ROSS GALVESTON COUNTY COMM ACT INC P O BOX 3206 GALVESTON TEXAS 77550 (713) 744-6348	MS LESLIE BARGSLEY GALVESTON COUNTY COMM ACT INC P O BOX 3206 GALVESTON TEXAS 77550 (713) 744-6348
ALABAMA-COUSHATTA TRIBAL COUNCIL H-5169 ACYF CR: JEANNIE DARNELL	MR ROLAND PONCHO ALABAMA-COUSHATTA COUNCIL RT 3 BOX 640 LIVINGSONT TEXAS 77351 (713) 563-4391	MR TRUETT POWERS ALABAMA-COUSHATTA COUNCIL RT 3 BOX 640 LIVINGSTON TEXAS 77351 (713) 563-4391
GULF COAST COMMUNITY SERVICE ASSOCIATION 6C53 ACYF CR: JERRY STOVER	MR GEORGE E FLANNIGAN GULF COAST COMM ASSOC 6300 BOWLING GREEN HOUSTON TEXAS 77021 (713) 748-4410	MRS RUTH MARSHALL GULF COAST COMM ASSOC 4902 SAN JANCINTO HOUSTON TEXAS 77004 (713) 522-8200
ECONOMIC ACTION COMMITTEE OF THE GULF COAST H-5330 ACYF CR: ALFREDO HUERTA	MS MARILYN SIMS EAC OF GULF COAST P O BOX 389 BAY CITY TEXAS 77414 (713) 245-6901	MRS HELEN WRIGHT EAC OF GULF COAST P O BOX 1685 BAY CITY TEXAS 77414 (713) 245-2551
COMMUNITY COUNCIL OF SOUTH CENTRAL TEXAS H-6330 ACYF CR: JEANNIE DARNELL	MR ELBERTO SANCHEZ COMM COUNCIL OF SO CT TX 430 MILL STREET NEW BRAUNFELS TEXAS 78130 (512) 625-7591	MRS MARJORIE CHAMBERS COMM COUNCIL OF SO CT TX 205 E WEINERT SEGUIN TEXAS 78155 (512) 379-2663
PARENT/CHILD 6C107 ACYF CR: ALFREDO HUERTA	MS BLANCHE RUSS PARENT/CHILD INC P O BOX 9313 SAN ANTONIO TEXAS 78204 (512) 226-6232	MS ADELINA FRITZ PARENT/CHILD INC P O BOX 9313 SAN ANTONIO TEXAS 78204 (512) 226-6232

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
ECONOMIC OPPORTUNITY DEV CORP OF ATASCOSA, KARNES AND WILSON COUNTIES H-5071 ACYF CR: ALFREDO HUERTA	MRS MARY BRANDESKY EODC OF A, K AND W COUNTIES 100 S SECOND ST P O DR C KENEDY TEXAS 78119 (512) 583-2258	MRS MARY BRANDESKY EODC OF A, K AND W COUNTIES 100 S SECOND ST P O DR C KENEDY TEXAS 78119 (512) 583-2258
CITY OF VICTORIA/DEPT COMMUNITY AFFAIRS 6C7 ACYF CR: ALFREDO HUERTA	MS PEGGY SCHAESER (ACTING) CITY OF VICTORIA P O BOX 2142 VICTORIA TEXAS 77901 (512) 573-2401 EXT 55	MS JOYCE HYAK CITY OF VICTORIA P O BOX 2142 VICTORIA TEXAS 77901 (512) 578-1508
CHILD INC 6C3 ACYF CR: JEANNIE DARNELL	MR JAMES STRICKLAND CHILD INC 818 EAST 53RD ST AUSTIN TEXAS 78751 (512) 451-7361	MR JAMES STRICKLAND CHILD INC 818 EAST 53RD ST AUSTIN TEXAS 78751 (512) 451-7361
COMMUNITY ACTION INC OF HAYS CALDWELL & BLANCO COUNTIES H-5185 ACYF CR: JEANNIE DARNELL	MS OFELIA VASQUEZ COMM ACT INC P O BOX 644 SAN MARCOS TEXAS 78666 (512) 392-6658	MRS AURORA RODRIGUEZ COMM ACT INC P O BOX 644 SAN MARCOS TEXAS 78666 (512) 392-1161 EXT 42
COMBINED COMMUNITY ACT. H-5513 ACYF CR: JEANNIE DARNELL	MR STEVE QUITTA COMBINED COMM ACT P O BOX 753 SMITHVILLE TEXAS 78957 (512) 237-3684	MR DAVID KERN COMBINED COMM ACT P O BOX 753 SMITHVILLE TEXAS 78957 (512) 237-3684
WILLIAMSON BURNETT COUNTY OPPOR INC H-5236 ACYF CR: JEANNIE DARNELL	MR RAWLEIGH ELLIOTT WILLIAMSON BURNETT INC P O BOX 740 GEORGETOWN TEXAS 78626 (512) 863-2200	MRS FLOGENE EBELING WILLIAMSON BURNETT INC P O BOX 740 GEORGETOWN TEXAS 78626 (512) 863-2200 or 527-4495
A & M CONSOLIDATED SCHOOLS H-5550 ACYF CR: JEANNIE DARNELL	DR H R BURNET A & M CONSOLIDATED JERSEY & ANDERSON STREETS COLLEGE STATION TEXAS 77840 (713) 696-8893	MS PHYLLIS PERKINS A & M CONSOLIDATED JERSEY & ANDERSON STREETS COLLEGE STATION TEXAS 77840 (713) 696-8893 (Xcc to Ex. D1)

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
BRAZOS COUNTY COMMUNITY ACTION COMMITTEE H-6024 ACYF CR: JEANNIE DARNELL	MR DALE MARSICO BRAZOS COUNTY COMM ACT 413 VARISCO BUILDING BRYAN TEXAS 77801 (713) 799-7443	MRS SUNI DANIELS HART BRAZOS COUNTY COMM ACT 413 VARISCO BUILDING BRYAN TEXAS 77801 (713) 779-7403
WHARTON ISD H-5648 ACYF CR: ALFREDO HUERTA	MR JOE URBANOVSKY WHARTON ISD P O BOX 1240 WHARTON TEXAS 77488 (713) 532-5881 or 2922	MR JOE URBANOVSKY WHARTON ISD P O BOX 1240 WHARTON TEXAS 77488 (713) 532-5881 or 5880 or 2922
COMMUNITY PLANNING COUNCIL OF BRAZORIA COUNTY 6C17 ACYF CR: ALFREDO HUERTA	MRS EVELYN MOORE COMM PLANNING OF BRAZORIA CO 1103 SOUTH VELASCO ANGLETON TEXAS 77515 (713) 849-1881	MRS EVELYN MOORE COMM PLANNING OF BRAZORIA CO 1103 SOUTH VELASCO ANGELTON TEXAS 77515 (713) 849-1881
WEST ORANGE-COVE CONSOLIDATED ISD H-5405 ACYF CR: JEANNIE DARNELL	MRS MYRTLE RICHARDSON WEST ORANGE-COVE ISD P O BOX 1107 ORANGE TEXAS 77630 (713) 886-4462	MRS LUCILLE BROWN WEST ORANGE-COVE ISD P O BOX 1107 ORANGE TEXAS 77630 (713) 886-4462
A & M CONSOLIDATED SCHOOLS (SUMMER GRANTEE) H-5550 ACYF CR: JEANNIE DARNELL	DR H R BURNET A & M CONSOLIDATED SCHOOLS JERSEY & ANDERSON STREETS COLLEGE STATION TEXAS 77840 (713) 696-8893	HEAD START DIRECTOR BRYAN ISD 2200 VILLA ROAD BRYAN TEXAS 77801 (713) 822-4535 823-5441
LIBERTY ISD (SUMMER GRANTEE) H-5345 ACYF CR: ALFREDO HUERTA	MR M L LEONARD LIBERTY ISD 2525 GRAND LIBERTY TEXAS 77575 (713) 336-3581	MR E L COX LIBERTY ISD 2525 GRAND LIBERTY TEXAS 77575 (713) 336-3582

NORTH TEXAS REGIONAL TRAINING OFFICE

Full Year Head Start

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
BONHAM INDEPENDENT SCHOOL DISTRICT H-6C4 ACYF CR: JOYCE PRICE	MR BOB HILL BONHAM ISD P O BOX 490 BONHAM TEXAS 75418 (214) 583-5526	MR Z W TROUT BONHAM ISD P O BOX 490 BONHAM TEXAS 75418 (214) 583-5526
TRI-COUNTY COMMUNITY ACTION INC H-5097 ACYF CR: JEANNIE DARNELL	MS MELBA RODGERS TRI-COUNTY COMM ACT 322 SHELBYVILLE ST CENTER TEXAS 75935 (713) 598-2476	TRI-COUNTY COMM ACT 115 ELLIOTT ST CENTER TEXAS 79535 (713) 598-5350 or 2470
COMMUNITY SERVICES INC H-5481 ACYF CR: ALFREDO HUERTA	MR JEROME VACEK COMM SERVICES INC P O BOX 612 CORSICANA TEXAS 75110 (214) 874-5697	MRS RUTH PAUL COMM SERVICES INC P O BOX 612 CORSICANA TEXAS 75110 (214) 872-2401
ECCNOMIC OPP ADVAN CORP OF COTTLE FOARD HARDEMAN AND WILBAR-GER COUNTIES H-5238 ACYF CR: JOYCE PRICE	MR FELIX W TAYLOR EOAC OF C F H W COUNTIES P O BOX 546 15 E CALIF CROWELL TEXAS 79227 (817) 684-4511	MRS GENELL MATHERS EOAC OF C F H W COUNTIES P O BOX 546 15 E CALIF CROWELL TEXAS 79227 (817) 684-1571
DALLAS COUNTY COMMUNITY ACTION COMMITTEE INC H-5081 ACYF CR: EARL RICHARDSON	MR AKON J FLOYD DALLAS COUNTY COMM INC 2208 MAIN ST DALLAS TEXAS 75201 (214) 742-2500	MRS WANDA SMITH DALLAS COUNTY COMM INC 2208 MAIN ST 5TH FLOOR DALLAS TEXAS 75201 (214) 742-7861
DALLAS PARENT CHILD CENTER	IBID.	MR GLENN BAGLEY DALLAS PARENT CHILD 2850 SINGLETON DALLAS TEXAS 75212

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
DETROIT ISD H-5170 ACYF CR: JOYCE PRICE	MR COLEMAN STANFIELD DETROIT ISD P O BOX 219 DETROIT TEXAS 75436 (214) 674-2646	MRS NANCY BRIGHT DETROIT ISD P O BOX 219 DETROIT TEXAS 75436 (214) 674-4245
DAY CARE ASSN OF FT WORTH AND TARRANT COUNTY H-6C21 ACYF CR: JOYCE PRICE	MR JOHN WIDNER DAY CARE OF FT WORTH AND TARRANT 2807 RACE ST FORT WORTH TEXAS 76111 (817) 831-0374	MRS GWENDOLYN GRAGG DAY CARE OF FT WORTH AND TARRANT 1819 HEMPHILL ST FORT WORTH TEXAS 76110 (817) 921-3604
RUSK-CHEROKEE COMMUNITY ACTION PROGRAM INC H-5533 ACYF CR: ALFREDO HUERTO	MR JAMES ELLIOTT RUSK-CHEROKEE BOX 1107 HENDERSON TEXAS 75652 (214) 657-6503	MRS FAYE WARMSLEY RUSK-CHEROKEE P O BOX 1843 JACKSONVILLE TEXAS 75766 (214) 586-3577
COMMUNITY ACTION OF NACOGDOCHES, INC H-5239 ACYF CR: JEANNIE DAPNELL	MR GUY RUSHING COMM ACT OF NACOGDOCHES P O BOX 925 NACOGDOCHES TEXAS 75961 (713) 564-2491	MRS CHARLOTTE STOKES COMM ACT OF NACOGDOCHES P O BOX 925 NACOGDOCHES TEXAS 75961 (713) 564-1142
C A U S E INC H-5503 ACYF CR: JOYCE PRICE	MR A R KAMPSCHAFER CAUSE INC BOX 438 HILLSBORO TEXAS 76645	SUE KUYKENDALL CAUSE INC BOX 438 HILLSBORO TEXAS 76645
EAST TEXAS HUMAN DEVELOPMENT H-5295 ACYF CR: ALFREDO HUERTO	MR TOM MCCLURG JR E TX HUMAN DEV CORP P O BOX 1343 MARSHALL TEXAS 75670 (214) 938-6600	GAIL BEIL E TX HUMAN DEV CORP P O BOX 1343 MARSHALL TEXAS 75670 (214) 938-6600
PALO PINTO COMMUNITY SERVICE CORP H-5153 ACYF CR: JOYCE PRICE	MR JIM METCALF PALO PINTO COMM 314 N W 4TH ST MINERAL WELLS TEXAS 76067 (817) 325-6944	MS PAT CRABTREE PALO PINTO COMM RT 3 BLDG 367 MINERAL WELLS TEXAS 76067 (817) 325-7861

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
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COMMUNITY ACTION RESOURCE SERVICE INC H-5196 ACYF CR: JOYCE PRICE	MR OSLEY COOK COMM ACT INC 1510 PLUM ST TEXARKANA TEXAS 75501 (214) 794-3386	MR LINDELL HAWLEY COMM ACT INC 1510 PLUM ST TEXARKANA TEXAS 75501 (214) 794-3386
ECONOMIC OPPORTUNITY ADVANCEMENT CORP OF PLANNING REGION XI H-5059 ACYF CR: JEANNIE DARNELL	MR THURMAN DORSEY EOAC OF PLANNING REGION XI 932 NORTH 9TH ST WACO TEXAS 76707 (817) 753-0331	RUDY LOPEZ EOAC OF PLANNING REGION XI 932 NORTH 9TH ST WACO TEXAS 76707 (817) 753-5324 or 0331
COMMUNITY ACTION OF WICHITA FALLS AND NORTH TEXAS AREA H-5321 ACYF CR: JOYCE PRICE	MR ANGUS THOMPSON COMM ACT OF WICHITA FALLS AND NO TX 602 BROAD ST WICHITA FALLS TEXAS 76301 (817) 723-8186	MRS CLARISSA SUMMONS COMM ACT OF WICHITA FALLS AND NO TX 602 BROAD ST WICHITA FALLS TEXAS 76301 (817) 723-8186
COMMUNITY COUNCIL OF CASS MARION AND MORRIS COUNTIES INC H-5356 ACYF CR: PAUL MCSPADDEN	MRS MYRTLE W FREEMAN COMM COUNCIL OF C M M INC P O BOX 427 LINDEN TEXAS 75563 (214) 756-5596	MRS WANDA DANCY COMM COUNCIL OF C M M INC 106 MILLER ST ATLANTA TEXAS 75551 (214) 796-4118
PLANO ISD H-6042 ACYF CR: JOYCE PRICE	DR H WAYNE HENDRICK SUPT PLANO ISD 1517 AVE H PLANO TEXAS 75074 (214) 424-5602	MRS MARY FOSSIER PLANO ISD 1517 AVE H PLANO TEXAS 75074 (214) 424-5602
TYLER ISD H-5314 ACYF CR: EARL RICHARDSON	DR BILL CARNES SUPT TYLER ISD BOX 2035 TYLER TEXAS 75701 (214) 595-3481	MRS ELLA PERRY TYLER ISD BOX 2035 TYLER TEXAS 75701 (214) 595-1091

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
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DENTON ISD (SUMMER GRANTEE) H-5416 ACYF CR: 5416	MR JOHN GUYER DENTON ISD 1205 UNIVERSITY DR WEST DENTON TEXAS 76201 (817) 387-6151	MRS MARILYN ROBERSON DENTON ISD 1205 UNIVERSITY DR WEST CENTER LOCATION: JEFFERSON DAVIS ELEM SCH 500 N WOOD ST DENTON TEXAS 76201 (817) 382-1587
NORTH TEXAS COMMUNITY ACTION CORP (SUMMER GRANTEE) H-5609 ACYF CR: JOYCE PRICE	MR E F CARSON NO TX COMM ACT DRAWER L SAINT JO TEXAS	MR JOE PASQUA AND DORTHEA PASQUA NO TX COMM ACT DRAWER L SAINT JO TEXAS 76265
NORTH LAMAR ISD (SUMMER GRANTEE) H-5340 ACYF CR: JOYCE PRICE	MR ROY C CHADWICK NORTH LAMAR ISD P O BOX 68 POWDERLY TEXAS 75473 (214) 785-5613	MR ROY C CHADWICK NORTH LAMAR ISD P O BOX 68 POWDERLY TEXAS 75473 (214) 785-5613

SOUTH TEXAS REGIONAL TRAINING OFFICE

Full Year Head Start

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SAN FELIPE DEL RIO CONSOLIDATED ISD H-6041 ACYF CR: ELDA TREVINO BRADSHAW	MR SAM EVINS SUPT DEL RIO ISD DEL RIO TEXAS 78840 (512) 775-9561	MR ELOY MUSQUIZ DEL RIO ISD DEL RIO TEXAS 78840 (512) 744-3421 EXT 222
COMMUNITY ACTION CORP OF SOUTH TEXAS H-6079 ACYF CR: ELDA TREVINO BRADSHAW	MR GONZALO CHAPA JR COMM ACT CORP OF SO TX 306 E MAIN P O BOX 1820 ALICE TEXAS 78332 (512) 664-0145	MR L V VILLAREAL COMM ACT CORP OF SO TX 306 E MAIN P O BOX 1820 ALICE TEXAS 78332 (512) 664-0145
CAMERON AND WILLACY COUNTIES PROJECTS INC H-5165 ACYF CR: ELDA TREVINO BRADSHAW	MR PEDRO GRIMALDO CAMERON AND WILLACY 940 WASHINGTON SUITE 204 BROWNSVILLE TEXAS 78520 (512) 546-3163	MS MANUELA RENDON CAMERON AND WILLACY 940 WASHINGTON SUITE 204 BROWNSVILLE TEXAS 78520 (512) 546-3163
NUECES COUNTY COMMUNITY ACTION AGENCY H-0129 ACYF CR: ALFREDO HUERTA	MR ROBERTO AGUILAR NUECES COUNTY COMM ACT 3105 LEOPARD SUITE 1 CORPUS CHRISTI TEXAS 78408 (512) 883-7201	MR ROBERT AGUILAR NUECES COUNTY COMM ACT 3105 LEOPARD SUITE 1 CORPUS CHRISTI TEXAS 78408 (512) 883-7201
COMMUNITY SERVICES AGENCY OF FRIO LASALLE AND DIMMITT COUNTIES H-5060 ACYF CR: ELDA TREVINO BRADSHAW	MR DAVID OJEDA COMM AGENCY OF F L D COUNTIES P O BOX 488 CARRIZO SPRINGS TEXAS 78834 (512) 876-5219	MR RENE HERNANDEZ COMM AGENCY OF F L D COUNTIES P O BOX 488 CARRIZO SPRINGS TEXAS 78834 (512) 876-3493

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
LAREDO-WEBB COUNTY COMMUNITY ACTION COUNCIL H-0929 ACYF CR: ELDA TREVINO BRADSHAW	MR OSCAR CHAVEZ LAREDO WEBB COMM ACT P O BOX 2125 LAREDO TEXAS 78041 (512) 722-0021	MS SYLVIA MARTINEZ LAREDO WEBB COMM ACT P O BOX 2125 LAREDO TEXAS 78041 (512) 722-0021
COMMUNITY ACTION COUNCIL OF SOUTH TEXAS H-5025 ACYF CR: ELDA TREVINO BRADSHAW	MR FRANCISCO G ZARATE COMM ACT COUNCIL OF SO TX P O BOX 14 RIO GRANDE CITY TEXAS 78582 (512) 487-2585	MS ADELA GUERRERO COMM ACT COUNCIL OF SO TX P O BOX 14 RIO GRANDE CITY TEXAS 78582 (512) 487-2585
SAN PATRICIO COUNTY COMMITTEE ON YOUTH EDUCATION AND JOB OPPOR H-0823 ACYF CR: ALFREDO HUERTA	MR PEDRO G RODRIQUEZ SAN PATRICIO OPPOR 111 NORTH ODEM AVE SINTON TEXAS 78387 (512) 364-4800	MR DAVID VALDEZ SAN PATRICIO OPPOR 111 NORTH ODEM AVE SINTON TEXAS 78387 (512) 364-4290
COMMUNITY COUNCIL OF SOUTHWEST TEXAS INC H-5263 ACYF CR: ELDA TREVINO BRADSHAW	MR JOSUE GARZA COMM COUNCIL OF SO WT TX DRAWER 1709 UVALDE TEXAS 78801 (512) 278-7502	MR JULIAN BERMEA COMM COUNCIL OF SO WT TX DRAWER 1709 UVALDE TEXAS 78801 (512) 278-7502
EAGLE PASS ISD H-5691 ACYF CR: ELDA TREVINO BRADSHAW	MR JAMES LEHMAN EAGLE PASS ISD P O BOX 1409 EAGLE PASS TEXAS 78852 (512) 773-5181	MS EVANGELINA RIVERA EAGLE PASS ISD P O BOX 1409 EAGLE PASS TEXAS 78852 (512) 773-5181
COLONIAS DEL VALLE INC 6CH124 ACYF CR: MIKE ARREDONDO	MR AMANCIO CHAPA JR COLONIAS DEL VALLE INC 107 W 5TH ST SAN JUAN TEXAS 78589 (512) 383-0706	MR RUDY ZAMORA COLONIAS DEL VALLE INC 107 W 5TH ST SAN JUAN TEXAS 78589 (512) 383-0706

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
BEE COUNTY C A A 200 SOUTH ST MARY BOX 1540 ACYF CR: 6CH128 ALFREDO HUERTA	RAUL MEDINA 200 SOUTH ST MARY BOX 1540 BEEVILLE TEXAS 78102 (512) 358-5530	JOE BENAVIDES 200 SOUTH ST MARY BOX 1540 BEEVILLE TEXAS 78102 (512) 358 5530
ROCKSPRINGS ISD (SUMMER GRANTEE) H-5463 ACYF CR: JEANNIE DARNELL	MR JOE W CONNELL SUPT ROCKSPRINGS ISD P O BOX 157 ROCKSPRINGS TEXAS 78880 (512) 683-4686	MR JOE W CONNELL ROCKSPRINGS ISD P O BOX 157 ROCKSPRINGS TEXAS 78880 (512) 683-4686
SAN DIEGO ISD (SUMMER GRANTEE)	MR MANUEL SOLIZ SAN DIEGO ISD 609 LABBE AVE SAN DIEGO TEXAS 78334 (512) 279-3343	MR MELTON FRISENSHAN SAN DIEGO ISD 609 LABBE AVE SAN DIEGO TEXAS 78334 (512) 279-2251

WEST TEXAS REGIONAL TRAINING OFFICE

Full Year Head Start

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
TEXAS PANHANDLE COMMUNITY AGENCY H-5537 ACYF CR: ELDA TREVINO BRADSHAW	MR ARGUS BURNETT TEXAS PANHANDLE CAA P O BOX 32150 AMARILLO TEXAS 79102 (806) 372-2531	MR H G CONNALLY REGION XVI EDUCATION P O BOX 30600 AMARILLO TEXAS 79102 (806) 376-5521
TAYLOR COUNTY COMMUNITY ACTION H-5410 ACYF CR: JOYCE PRICE	MR KENNETH DECKARD TAYLOR COMM ACT 720 PINE ST ABILENE TEXAS 79601 (915) 673-5785	MRS MONA JONES TAYLOR COMM ACT 520 N 9TH ST ABILENE TEXAS 79601 (915) 673-5748
BIG SPRING ISD H-5206 ACYF CR: ELDA TREVINO BRADSHAW	MR HAROLD BENTLEY BIG SPRING ISD 1107 N W 7TH ST BIG SPRING TEXAS 79720 (915) 267-6721	DR STEVE MORGAN BIG SPRING ISD 1107 N W 7TH ST BIG SPRING 79720 (915) 267-6721
CENTRAL TEXAS OPPOR INC H-5047 ACYF CR: JOYCE PRICE	MR MIKE ZUNIGA CENTRAL TEXAS OPPOR INC BOX 820 COLEMAN TEXAS 76834 (915) 625-4167	MS DELIA DELA ROSA CENTRAL TEXAS OPPOR INC BOX 820 COLEMAN TEXAS 76834 (915) 625-4167
EL PASO COMMUNITY ACTION PROJECT BRAVO INC H-5005 ACYF CR: GLORIA LA FUENTE	MR IRVING GRAY EL PASO COMM ACT 716 N PIEDRAS ST EL PASO TEXAS 79903 (915) 566-6711	MS MARY SHELDON ACTING EL PASO COMM ACT 716 N PIEDRAS ST EL PASO TEXAS 79903 (915) 566-6711
FREDERICKSBURG CHILD DEVELOPMENT AGENCY H-5681 ACYF CR: ALFREDO HUERTA	MS CONNIE ERICKSON FREDERICKSBURG CHILD DEV 202 W TRAVIS FREDERICKSBURG TEXAS 78624 (512) 997-5433	MS CONNIE ERICKSON FREDERICKSBURG CHILD DEV 202 W TRAVIS FREDERICKSBURG TEXAS 78624 (512) 997-5433

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
WEST TEXAS OPPOR- TUNITIES INC H-5508 ACYF CR: GLORIA LA FUENTE	MRS JANET EVERHEART WT TEXAS OPPOR INC BOX 96 LAMESA TEXAS 79331 (806) 872-3206	MRS VIOLA MOJICA WT TEXAS OPPOR INC BOX 96 LAMESA TEXAS 79331 (806) 872-2352
SOUTH PLAINS COMMUNITY ACTION INC H-5487 ACYF CR: DELORES DRAYDEN	MR HOWARD MADDERA SOUTH PLAINS COMM ACT BOX 610 411 AUSTIN LEVELLAND TEXAS 79336 (806) 894-3649	MR WALTER REED SOUTH PLAINS COMM ACT BOX 610 411 AUSTIN LEVELLAND TEXAS 79336 (806) 894-3649
LUBBOCK ISD 6C9 ACYF CR: CAROLYN HAKE	MR WARNER SIMS LUBBOCK ISD 1628 19TH ST LUBBOCK TEXAS 79401	MR ARLEE JACKSON LUBBOCK ISD 1628 19TH ST ANNEX BLDG LUBBOCK TEXAS 79401
MIDLAND ISD H-6994 ACYF CR: ELDA TREVINO BRAD- SHAW	MANUEL CARRASCO MIDLAND ISD ASSISTANT SUPT OF SCHOOLS 702 NORTH "N" MIDLAND TEXAS 79701	MS BEVERLY IHINGER MIDLAND ISD 702 NORTH "N" MIDLAND TEXAS 79701 (915) 683-6176
GREATER OPPOR- TUNITIES OF THE PERMIAN BASIN INC H-5616 ACYF CR: ELDA TREVINO BRAD- SHAW	MRS BETTY CARTER GREATER OPPOR OF PERMIAN BASIN P O BOX 3922 ODESSA TEXAS 79763 (915) 333-3373	MRS BETTY CARTER GREATER OPPOR OF PERMIAN BASIN P O BOX 3922 ODESSA TEXAS 79763 (915) 333-3373
HILL COUNTY COMMUNI- TY ACTION ASSOCIATION H-0907 ACYF CR: ALFREDO HUERTA	MR FRED WITTENBURG HILL COUNTY COMM ACT 908 W COMMERCE BOX 846 SAN SABA TEXAS 76877 (915) 372-5167	MS ALICE JANE ALLEN HILL COUNTY COMM ACT 908 W COMMERCE BOX 846 SAN SABA TEXAS 76877 (915) 372-5167
TOM GREEN COUNTY COMMUNITY ACTION AGENCY H-5510 ACYF CR: JEANNIE DARNELL	MR JIM MOHLER TOM GREEN COMM ACT P O BOX 2749 SAN ANGELO TEXAS 76903 (915) 653-2411	MR DAVIS EDWARDS TOM GRENN COMM ACT 815 N RANDOLPH SAN ANGELO TEXAS 76901 (951) 655-1871

GRANT NAME/NO/ACYF CR	GRANTEE EXECUTIVE DIRECTOR	HEAD START DIRECTOR
		MR C D HENRY SAN ANGELO ISD 100 MAGDALEN SAN ANGELO TEXAS 76901 (915) 655-5741
COMMUNITY COUNCIL OF REEVES COUNTY H-5365 ACYF CR: FLORIA FUENTE	MRS SUSIE ACOSTA COMM COUNCIL OF REEVES COUNTY BOX 2096 902 E 10TH ST PECOS TEXAS 79772 (915) 445-3166	MS ELVA ARREGUY COMM COUNCIL OF REEVES COUNTY BOX 2096 902 E 10TH ST PECOS TEXAS 79772 (915) 445-3166
STONEWALL HEAD START INC H-5673 ACYF CR: ALFREDO HUERTA	PASTOR ALLEN VIC STONEWALL HEAD START INC TRINITY LUTHERAN CHURCH STONEWALL TEXAS 78671 (512) 644-2479	MS MARGARET MAENIUS STONEWALL HEAD START INC TRINITY LUTHERAN CHURCH STONEWALL TEXAS 78671 (512) 644-2479

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Appendix B
Illustration of UC/CDA Cooperating Institutions
of Higher Education

Legend

▲ - UC/CDA Contractor
(Texas Tech University)

Δ - UC/CDA Subcontractors
(Pan American/Texas
Southern
Universities)

* - Cooperating Institutions for Head Start CDA Training

Notation: See attached List of Cooperating Institutions of Higher Education

Appendix B (cont'd)

List of UC/CDA Cooperating Institutions 1978-79 and 1979-80

Name	Fall 1978	Spring 1979	Fall 1979	Spring 1980
1. South Plains Jr. College	X	X	X	X
2. Midland College	X	X		X
3. Odessa College		X	X	X
4. Howard College	X	X	X	
5. Amarillo College		X		X
6. Cisco Jr. College	X	X	X	
7. San Jancinto Jr. College	X	X	X	X
8. Austin Community College	X	X	X	X
9. Victoria College	X	X	X	X
10. McLennan Community College		X	X	X
11. Wharton County Jr. College		X	X	
12. Lamar University at Orange			X	
13. Brazosport College	X	X	X	X
14. College of the Mainland	X	X	X	X
15. San Antonio College	X	X	X	X
16. Laredo Jr. College	X	X	X	X
17. Pan American University	X	X	X	X
18. Texas Southmost College	X	X	X	X
19. Bee County College		X	X	X
20. Del Mar College	X	X	X	X
21. Vernon Regional Jr. College			X	X
22. Eastfield Jr. College			X	X
23. Central Texas College		X	X	X
24. Stephen F. Austin University	X			X
25. Texas Southern University	X	X		
26. Lamar University	X	X		X
27. Southwest Texas State University	X	X		
28. Texas Women's University	X	X		
29. Southwest Texas Jr. College	X	X		
30. Galveston College		X		
31. University of Texas at El Paso				X
32. Henderson County Jr. College				X
33. University of Texas at Tyler				X

APPENDIX C
Competency Standards

Edition 2

September, 1975

The Competency Standards are designed for use by Local Assessment Teams functioning within The Child Development Associate (CDA) Consortium's Credential Award System.

The Consortium will not recognize assessment teams formed without its authorization as valid agents for awarding the CDA credential.

This edition of the Competency Standards will be the official standard of The Child Development Associate Consortium, until Edition 3 is published.

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From the Office of Child Development,
Department of Health, Education and Welfare

Permission to copy granted by:

CDA Credentialling Program
Washington, D.C.

The Child Development Associate Consortium
Local Assessment Team

COMPETENCY STANDARDS

INTRODUCTION

The Child Development Associate (CDA) Consortium

The CDA Consortium is a private, nonprofit corporation made up of 42 organizations whose members are directly involved in some phase of early childhood education or child development. In addition, two prominent individuals who are concerned with the well-being of children represent the general public, in the Consortium.

A 17-member Board of Directors governs the Consortium and sets its policies. A full-time staff of professionals carries out these policies.

Since its beginnings, in 1972, the Consortium has been funded by the U. S. Government's Office of Child Development (OCD), but it is not a government agency. Rather, it is a private organization, through which members of a number of professions work together to improve the quality of care for children in child-development centers. The personnel in these centers are the immediate concern of the Consortium.

The Consortium's Credential Award System

The process developed by the CDA Consortium for assessing the competence of child-care workers is called the Credential Award System. There are four distinctive elements in this assessment system. It is a team assessment, a performance-based assessment, a judgment-referenced assessment and a verified assessment.

1. Team Assessment - The assessment is conducted by a team of persons, called the Local Assessment Team (LAT). The LAT members are the Candidate, the Trainer, the Parent-Community Representative and the Consortium Representative.

2. Performance-Based Assessment - Each LAT member collects information on the Candidate's performance by observing the Candidate working with children, staff and parents.

3. Judgment-Referenced Assessment - The Consortium relies on the coordinated human judgment of the LAT for its assessment of a Candidate's competence.

4. Verified Assessment - To insure the integrity and the

quality of assessments, the Consortium insists that every LAT adhere strictly to Consortium regulations.

Competency Standards

This document contains the CDA Consortium's Competency Standards. The overall standard of competence is expressed in the Consortium's definition of a CDA (see Page 4). Within the scope of this definition, child-development experts have identified six general kinds of competence that a person must possess in order to work effectively with young children. For the purposes of assessment, the six Competency Areas have been further divided into Functional Areas.

Functional Areas identify specific aspects of child-development programs where competent performance by a CDA is essential. These Competency Standards give, after each Functional Area, a definition which is the standard that describes competent performance in that area. (It is with these definitions in mind that the LAT members collect their information and assess the Candidate.)

Indicators provided by the Consortium under each Functional Area are examples of the kinds of behavior which indicate that a child-care worker is performing competently. The Indicators are not meant to be a complete list, but rather a sampling. These Indicators will change in accord with the situation in which the Candidate is working.

The Consortium's intention is to award the CDA credential to persons who not only perform competently in these areas, but who also are sensitive to children's feelings, able to perceive individuality and make positive use of individual differences within the group, and committed to building on the strengths of the child and his family.

Using the Competency Standards

For LAT members, the Competency Standards have two basic uses:

1. Observation - The Competency Standards serve to organize each LAT member's observations. Each member of the team must collect information on the Candidate's performance in each of the 13 Functional Areas.

2. Judgment - The Competency Standards are used by the team in reaching its decision about the Candidate's

competence. The team members study the Candidate's performance and evaluate it, both specifically - as it compares to the standard (definition) in each of the 13 Functional Areas - and generally - as it compares to the definition of a CDA. To help guide the team through this process, the Consortium has provided sample Indicators of competence.

Interpreting the Competency Standards

The Consortium's Competency Standards are national in scope. As such, they have to be broad and flexible enough to allow for local adaptation. The mechanism for this adaptation is the LAT, itself. The LAT interprets the broad Competency Standards by determining which Indicators are examples of competent performance in a particular situation. For instance, in settings with bilingual and/or bicultural children, in settings with handicapped children, in settings where a particular program philosophy is followed, etc., these Indicators will vary.

Consider, for example, the third Functional Area, Learning Environment. The LAT members must first study the definition of this Functional Area: "Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children." Then they must decide what behaviors, in this particular situation, would indicate that the Candidate has selected materials and equipment and arranged the room so as to provide an environment conducive to learning and appropriate to the developmental level of this particular group of children.

In different situations, LATs would make use of different Indicators. For instance:

Situation	Indicator
Bilingual/bicultural children	Candidate provides material that reflects the children's language and culture.
Handicapped children (with impaired vision)	Candidate provides a variety of materials that enable the children to

experience with senses other than sight.

A particular program philosophy - - - - - - - - Candidate provides programmed instructional materials consistent with the particular system.

The Competency Standards should be interpreted within the context of local community needs. The Competency Areas and the Functional-Area definitions will not be altered for they are the standards. It is the Indicators that will differ from situation to situation. The interpretation should not be limited to a particular Functional Area, but should apply in all Functional Areas. For instance, in a bicultural situation, not only should Home-Center and Self-Concept be interpreted from a bicultural perspective; all 13 of the Functional Areas should be interpreted from this perspective.

COMPETENCY AREA I

SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT

FUNCTIONAL AREA: Safe

Definition: Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

This functional area focuses on the physical environment and the measures taken to insure the safety of the children within the group. Both indoor and outdoor facilities should be free of hazardous conditions and unsafe equipment and materials. Careful adult supervision is also necessary to insure the safety of the children.

Indicators: For example, the Candidate:

- establishes safety rules that are understood and practiced by children and adults;
- has available a plan for emergency exit from the building; children and adults are familiar with this plan;
- checks equipment regularly to insure that it is in good condition.

FUNCTIONAL AREA: Healthy

Definition: Candidate provides an environment that is free of factors which may contribute to or cause illness.

This functional area focuses on providing and maintaining a healthy environment for the children in the group. Activities and opportunities for children to acquire and practice good health habits should be provided. Conditions involving a child's illness should be recognized and effectively handled; the nutritional needs of the children should be met; and garbage, debris,

etc., that are potentially hazardous to the health of the children within the group should be absent.

Indicators: For example, the Candidate:

- has adequate first-aid, tissue and soap supplies available;
- plans nutritious snacks and meals for children (where appropriate);
- plans activities that encourage good health habits.

FUNCTIONAL AREA: Learning Environment

Definition: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

This functional area focuses on making best use of available facilities to provide a productive learning environment. Facilities should be used with consideration for the physical, social, emotional and intellectual needs of the children within the group.

Indicators: For example, the Candidate:

- selects and uses materials and equipment that stimulate the children;
- maintains a well-arranged and orderly environment;
- includes materials which reflect the children's culture(s).

COMPETENCY AREA II

ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

FUNCTIONAL AREA: Physical

Definition: Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

This functional area focuses on the Candidate's ability to determine the physical needs (small- and large-muscle development, coordination, sensory development, etc.) of the child. Activities to meet these needs should be planned and implemented. There should be provision for the special needs of handicapped children within the group.

Indicators: For example, the Candidate:

- provides materials and equipment to develop large motor-skills at appropriate developmental level of the children;
- provides equipment and activities to promote the development of the fine motor-skills at appropriate level for children;
- makes necessary adaptations in program to meet the needs of handicapped children.

FUNCTIONAL AREA: Cognitive

Definition: Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the development level of the children.

This functional area focuses on developing the children's thinking and problem-solving abilities by providing a variety of stimulating activities and experiences.

Indicators: For example, the Candidate:

- helps children develop concepts related to space, time, numbers, etc.;

- provides materials and equipment for exploration and experimentation in science activities;

- provides challenging experiences that stimulate curiosity and motivate the children to learn.

FUNCTIONAL AREA: Language

Definition: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.

This functional area focuses on developing the children's communicative skills, both verbal and non-verbal. In bilingual settings, it includes the ability to communicate in, and to further the children's familiarity with, their dominant language.

Indicators: For example, the Candidate:

- uses his/her own speech as a model and provides the children with opportunities for language acquisition and use;

- helps children associate word-meaning with experiences;

- encourages verbal and non-verbal expression.

FUNCTIONAL AREA: Creative

Definition: Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

This functional area focuses on providing opportunities for children to exercise their creative abilities, explore and experiment with a variety of media not only through art, music and dramatic activities, but in all aspects of the program.

Indicators: For example, the Candidate:

- encourages creative expression of feelings and ideas;

- provides activities, materials and equipment that encourage creative endeavors (art, music, dramatics, movement, etc.)

COMPETENCY AREA III

BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

FUNCTIONAL AREA: Self-Concept

Definition: Candidate helps each child to know, accept and appreciate himself/herself as an individual.

This functional area focuses on helping each child to develop a sense of awareness esteem; to express his/her feelings and accept those feelings; and to develop pride as an individual and a member of a cultural/ethnic group.

Indicators: For example, the Candidate:

- helps each child to have success experiences;
- provides a comfortable atmosphere in which to discuss and share information on cultural heritage;
- helps each child to become aware of and exercise control over his/her own body.

FUNCTIONAL AREA: Individual Strength

Definition: Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

This functional area focuses on helping the child develop a sense of independence and providing opportunities for child to assume responsibility, both within the group and for himself/herself. Each child should be motivated to function to his/her maximum potential.

Indicators: For example, the Candidate

- encourages children in development of

self-help skills;

- provides a balance of success experiences and challenging experiences;

- helps children find acceptable ways of expressing negative feelings.

COMPETENCY AREA IV

ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT

FUNCTIONAL AREA: Social

Definition: Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

This functional area focuses on developing social skills necessary for children to function as productive members of the group. Children should be encouraged to work and play cooperatively. Individual and group rights should be respected by children and adults in the groups.

Indicators: For example, the Candidate:

-provides an environment in which children can work cooperatively in groups as well as individually;

-helps children respect the property and rights of others;

-helps children respect the personal feelings of others.

FUNCTIONAL AREA: Group Management

Definition: Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

This functional area focuses on organizing and implementing a positive and comfortable routine within the room by establishing realistic limits for the children, by the effective use of time, by providing for active and quiet activities, and by planning orderly transitions from one activity to another.

Indicators: For example, the Candidate

-allows for active quiet periods;

-shares responsibility with other adults for planning and implementing activities of the group;

-schedules activities in consideration of the needs of the children.

COMPETENCY AREA V

BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

FUNCTIONAL AREA: Home-Center

Definition: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

This functional area focuses on the ability to support, encourage and provide opportunities for parents to get involved in center activities; to be sensitive to and knowledgeable about the cultural/ethnic background of the children and their families; to use this knowledge of cultural differences in the planning of the total program; and to provide opportunities to exchange information about the children's progress and special needs with their parents.

Indicators: For example. the Candidate:

- establishes and promotes productive relationships with parents, so as to increase the center's ability to help parents meet their child-rearing responsibilities;
- provides opportunities for parents to use their skills and talents in the group;
- encourages participation in parent-advisory groups at the center.

COMPETENCY AREA VI

CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS

FUNCTIONAL AREA: Staff

Definition: Candidate works cooperatively with other staff members where the center's plans, activities, policies and rules are concerned.

This funtional area focuses on those support activities that are necessary for the effective functioning of the center and its groups. Records concerning the growth, behavior and progress of each child should be maintained. Activities of the group should be planned in conjunction with the goals of the center. Available community resources should be utilized. Participation and general cooperation with other center personnel should be evidenced.

Indicators: For example, the Candidate:

- plans activities with other adults working with the group;
- records pertinent information about children in the group;
- attends workshops, seminars, etc., when possible.

APPENDIX D

THE UNIVERSITY CONSORTIUM

Texas Tech University
Texas Southern University
Pan American University

JOB COMPETENCY ANALYSIS- - - - - EDUCATION COMPONENT - TEACHER

Summary Sheet for OBSERVATION, CONFERENCE AND TRAINING NEEDS IDENTIFICATION

Signature of Employee_____ Date of Conference_____

Signature of Observer_____ Title_____

Part I. To be completed by observer. Note unusual circumstance or conditions, if any, affecting scheduled activities

OBSERVATION SITE(S)	DATE/TIME	SCHEDULED ACTIVITIES (Continue on back if needed.)

PART II. To be completed by observer and employee observed based on mutual agreement. (Continue on backside.)

AREAS OF ASSESSMENT	STRENGTHS (+)/NEEDS(-)	AGENCY/INDIVIDUAL CONSIDERATIONS	RECOMMENDATIONS	TRAINING PRIORITY/ TARGET
Safe				
Healthy				
Environment				
Physical				
Cognitive				
Language				
Creative				
Self-Concept				
Individual Strength				
Social				
Group Management				
Home Center				
Staff				
Personal Capacities				

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APPENDIX D (PAGE 1 of 2 PAGES)
CDA TRAINING WORKSHEET

UNIVERSITY CONSORTIUM

Texas Tech University
Texas Southern University
Pan American University

GRANTEE: _____ COLLEGE PREFERENCE _____
Head Start Director: _____ College Contact Person _____
Local CDA Coordinator: _____ Additional Information _____

PERSONNEL REQUESTING COLLEGE BASED TRAINING

Name	Preferred Dates/Times for classes 1st Choice	2nd Choice
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

SUMMARY OF CLASS TOPIC NEEDS BASED ON CDA COMPETENCY AREAS

Area Topic Needs	Number of Trainees Needing Topic
SAFE/HEALTHY:	
PHYSICAL/INTELLECTUAL:	
SELF CONCEPT/INDIVIDUAL STRENGTH:	
CHILD/ADULT RELATIONSHIPS:	
COORDINATION OF HOME/CENTER:	
SUPPLEMENTARY RESPONSIBILITIES:	

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APPENDIX D- CDA TRAINING WORKSHEET: (Page 2 of 2 pages)

PERSONS REQUESTING NON-COLLEGE BASED TRAINING

Name	Preferred Dates/Times for Training 1st Choice	2nd Choice
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		

(Continue on Back)

SUMMARY OF NON COLLEGE BASED TRAINING TOPICS BASED ON CDA COMPETENCY AREAS

Area Topic Needs	Projected Date	Number of Trainees Needing Training
SAFE/HEALTHY:		
PHYSICAL/INTELLECTUAL:		
SELF-CONCEPT/INDIVIDUAL STRENGTH:		
CHILD/ADULT RELATIONSHIPS:		
COORDINATION OF HOME/CENTER:		
SUPPLEMENTARY RESPONSIBILITIES:		
PORTFOLIO DEVELOPMENT:		
CDA CREDENTIALING PROCESS:		

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APPENDIX E
CDA TRACKING ROSTER

University
Consortium
Texas Tech University
Texas Southern University
Pan American University

GRANTEE: _____ NUMBER: _____

HEAD START DIRECTOR: _____

LOCAL CDA COORDINATOR: _____

Codes for Credentialing Process

1. Date submitted enrollment form to CDA National Office
2. Date received application form
3. Date submitted application form to CDA National Office
4. Date submitted readiness notification to CDA National Office
5. Date of LAT assessment
6. Date received notification of LAT results

CDA TRAINEES (Name and Social Security Number)	SUMMARY OF TRAINING PROVIDED (i.e., College courses, workshops, etc.)				NO. OF COLLEGE CREDITS	CREDENTIAL PROCESS STATUS					
	Fall, 19__	Spring, 19__	Fall, 19__	Spring, 19__		1.	2.	3.	4.	5.	6.

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APPENDIX F

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

FEB. 2, 1977

TO : Directors, Office of Child Development
HD/DHEW, Regions I-X

FROM : Saul R. Rosoff
Acting Director
Office of Child Development

SUBJECT: Long-Term Regulations for Incorporation of CDA's into Head Start to be Discussed at OCD Directors' Meeting, February 11, 1977

Attached is an advance draft of the above regulations. This draft is essentially final, but is subject to technical revision by General Counsel and the Assistant Secretary for Human Development and should be used for in-house review only.

e will shortly enter discussions with ASHC on these Regulations and expect to have them published in the Federal Register as a Notice of Proposed Rulemaking within the next few months. Reprints of the Federal Register will be forwarded for comment to Head Start grantees, HSST institutions, Head Start Director's Associations and other groups and individuals who have expressed an interest in the Regulations.

If you have any questions regarding this draft, please contact Terry Lewis at (202) 755-7794.

SUMMARY STATEMENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

Office of Human Development

Office of Child Development

LONG-TERM REGULATIONS FOR THE INCORPORATION OF CHILD DEVELOPMENT ASSOCIATES (CDAs) INTO HEAD START - The policy represents a statement of training and qualifications required of Head Start classroom teachers. The regulations phase CDAs into Head Start classrooms between the present and 1981 as part of a long-term plan to improve the overall quality of Head Start programs. (As of 9/1/81 - no official action taken.)

TAB A

DEPARTMENT OF HEALTH,

EDUCATION, AND WELFARE

Office of Human Development
Office of Child Development
(Head Start Program)

LONG-TERM REGULATIONS FOR THE

INCORPORATION OF CHILD DEVELOPMENT ASSOCIATES

INTO HEAD START

NOTICE OF PROPOSED RULEMAKING

Notice is hereby given that the Secretary of Health, Education, and Welfare proposes to issue regulations prescribing goals, objectives, and implementation standards regarding training, qualifications and competencies required of Head Start classroom staff. The regulations are designed and intended to inform grantees and delegate agencies of requirements to enable them to achieve and comply with the objectives and goals.

Research has shown that the teacher, or any primary caregiver, entrusted with the day-to-day responsibility for the child, has more influence on the child's growth and development than any other factor apart from the child's parents. Organizations representative of the early childhood education and child development profression are taking steps through the Child Development Associate (CDA) effort to insure that primary caregivers in Head Start, day care, and other child development programs be or become competent in working with preschool children. It is generally accepted that the key to the overall quality of child care programs rests with the characteristics, training and experience of the teacher, or, in other words, the competence of the teacher.

These regulations are a result of over 5 years experience with the Child Development Associate Program, an effort to train, assess and credential competent Head Start classroom staff.

These regulations are published as a general notice of proposed rulemaking and will be sent directly to each Head Start grantee with a notification of a right to submit comments and inquiries pertaining thereto in writing no later than 45 days following the date of this publication. Copies of the proposed regulation are also being sent to Head Start Delegate agencies, Head Start Supple-

mentary Training (HSST/CDA) insitutions, State Head Start Director's Associations and other individuals who have expressed an interest.

Written comments and inquiries should be sent to the Director, Office of Child Development, P.O. ox 1182, Washington, D.C. 20013 on or before

(Catalogue of Federal Domestic Assistance Programs Number 13, 600; Child Development - Head Start)

Dated:

_____

Secretary

DEPARTMENT OF HEALTH,

EDUCATION, AND WELFARE

Office of Human Development
Office of Child Development

LONG-TERM REGULATIONS FOR THE INCORPORATION OF CHILD DEVELOPMENT ASSOCIATES INTO HEAD START

Subpart A - General

Purpose and Application.

These regulations set out multi-year goals and objectives related to Head Start classroom staff qualifications and competencies. These regulations prescribe the qualifications and competencies of the Head Start classroom teacher, the person who has the primary responsibility for the on-going daily activities of a group of three-to five-year-old children in a Head Start program.

The purpose of these regulations is to institute a long-term plan to improve the overall quality of Head Start programs by insuring the increased competence of the primary caregiver, the teacher. Through incorporation of CDA's into Head Start classrooms, compliance with these regulations is required as a condition of federal Head Start funding. These regulations apply to:

(a) All full year Head Start grantees and delegate agencies which include a center-based programs.

(b) All full year Head Start grantees and delegate agencies which include a center-based component, specifically: The standard Head Start model; Variations in center attendance; Double sessions; and Home-based models and Locally Designed Options that have a center-based component. (See Program Options for Project Head Start, N-30-344-1-20, dated August 21, 1972).

(c) All CDA training sponsored by the Office of Child Development.

Definitions:

As used in this part:

(a) The term "OCD" means the Office of Child Development, Office of Human Development in the U.S. Department of Health, Education and Welfare, and includes appropriate regional office staff.

(b) The term "responsible HEW Officials" means the official who is authorized to make the grant of assistance or contract for training in question, or his designee.

(c) The term "Director" means the Director of the Office of Child Development.

(d) The term "grantee" means the public or private non-profit agency which has been granted assistance by OCD to carry on a Head Start program.

(e) The term "delegate agency" means a public or private non-profit organization or agency to which a grantee has delegated the carrying on of all or part of its Head Start programs.

(f) The term "Head Start classroom" normally regers to a group of approximately 15 Head Start children, a Head Start teacher, a Head Start aide and a volunteer. Head Start policy requires that adult-child ratios comparable to this be maintaned in each classroom.

(g) The term "Head Start classroom staff", when used in these regulations, refers to the Head Start classroom staff who are paid employees of the Head Start program, i.e., the Head Start teacher and the Head Start aide.

(h) The term "goal" means the ultimate purpose or interest toward which total Head Start program efforts are directed.

(i) The term "objective" means the ultimate purpose or interest toward which Head Start component efforts are directed.

(j) The term "Child Development Associate" (CDA) is a person able to meet the specific needs of a group of preschool children in a center-based child development setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child care environment, and by promoting good relations between parents and the child development center. The individual has been awarded the CDA credential after satisfactorily demonstrating competence in his or her performance with children. In local Head Start programs, the CDA performs a professional role equivalent to that of the Head Start teacher who has the primary responsibility for the day-to-day activities in the classroom which foster children's learning and devlopment.

(k) The term "CDA competencies" is the operational definition of behaviors

staff should manifest in order to foster children's growth and learning in a developmental, center-based child care program. The CDA competencies are based on widely accepted research and assumptions about children's developmental needs and appropriate patterns of activities by teachers or other caregivers. As such, the competencies are the substantive foundation for the training, assessment and credentialing of Child Development Associates. The CDA competencies have been adopted by the CDA Consortium representing the child care profession. The CDA competencies are as follows:

(1) Set up and maintain a safe and healthy learning environment;

(2) Build positive self-concept and individual strength in children;

(3) Advance children's intellectual and physical competence;

(4) Organize and sustain the positive functioning of children and adults in a group learning environment;

(5) Bring about optimal coordination of home and center child-rearing expectations and practices; and

(6) Carry out supplementary responsibilities related to the children's program (e.g., planning with other staff, attending to management functions such as scheduling staff time or ordering supplies and equipment, and so forth.) For a detailed statement on the CDA competencies, CDA training and the CDA Consortium Credential Award Systems, refer to: DHEW Publication Number (OHD) 75-1065, The Child Development Associate; A Guide for Training and the CDA Consortium Publication, The Child Development Associate Credential and the Credential Award System.

(l) The term "CDA Consortium Inc." refers to a private, non-profit corporation composed of 30 national organizations interested in the development and education of young children. The CDA Consortium has developed and is implementing a competency-based assessment and credentialing system for preschool staff. The CDA Consortium awards the CDA credential to those staff persons in Head Start, day care, nursery schools or other preschool programs who have been assessed and found competent to provide professional care for children. The CDA Consortium receives funding support from OCD.

(m) The term "competency-based or performance-based training" refers to training for a defined set of competencies. "CDA competency-based" means training leading to a CDA credential and conforming to OCD procedures and CDA training guidelines. Competency-based training

differs from other common forms of training in the emphasis upon behaviors the trainees are able to master and demonstrate rather than relying on the number or content of courses taken or characteristics of the training institution. OCD encourages colleges and universities to grant valid credits (i.e. credits leading toward a degree) for training and for supervised CDA work experiences which comprise at least 50 percent of training. However, the CDA credential is awarded based on demonstrated competence in working with children rather than solely on completion of a prescribed course of study or attainment of credits.

(n) The term "Head Start Supplementary Training" (HSST) refers to training funded by OCD and provided to Head Start staff as a means of increasing the skills of individuals. Approximately 300 colleges, universities, and other training institutions nationwide provide HSST training.

(o) The term "HSST/CDA training" refers to training based on the CDA competencies which is provided to Head Start classroom staff to increase their competence as caregivers. This training is administered through contracts or grants to Head Start programs, two and four year colleges and universities, or prime contractors. CDA training for Head Start classroom staff must include the following components:

1. Training which relates to specific Child Development Associate competencies. The entire training program should ultimately lead to the attainment of all of the CDA competencies.

2. Valid credit offered by HSST or other training institutions for CDA training if they are colleges or universities. Grantees that are not colleges or universities should work with nearby colleges and universities to obtain credit for trainees. By October 1, 1978, all HSST/CDA providers must offer valid credit or arrange for such credit with a collaborating college or university.

3. Approximately 50 percent or more of the trainees' total training time must be spend in supervised field work.

4. Training must be organized so that academic and field work are integrated.

5. Training must be individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies. (e.g., upon entry, a trainee's work with children is appraised and a plan for training developed that has at least some components that are individualized according to individual tranee's previous experience and expertise. Interim appraisals are made as training progresses, and counseling is provided until both trainee and trainer decide that the trainee has acquired the CDA competencies

and is ready to apply to the CDA Consortium for assessment for the CDA credential).

6. Training must be flexibly scheduled so that length of training time can vary and so that exit from the training program depends on each trainee's acquisition of the CDA competencies.

(p) The term "CDA Credential" refers to a national professional credential awarded by the CDA Consortium to individuals who, through an assessment process, have demonstrated competence in working with a group of three- to five-year-old children in a center-based child care program. Persons with a CDA credential have had a minimum of one year's experience working with young children.

(q) The term "bachelor's degree in early childhood education" refers to a baccalaureate degree with a major in this field and a minimum of twelve weeks supervised field experience. Teacher training institutions and departments of family studies or home economics (human ecology) offer a major in early childhood education in one of, or a combination of, the following ways:

Preschool Education

Nursery School Education

Prekindergarten Education

Elementary Education with a major in Early Childhood Education

(r) The term "more advanced degree" refers to a master's degree or doctoral degree.

(s) The term "appropriate supervised experience" refers to a minimum of twelve weeks of supervised experience working with three- to five-year-old children in a center-based preschool program.

Goals.

(a) The goals of these regulations are to:

1. Upgrade the quality of the Head Start experience for children by increasing the competence of staff in the areas of child development and early childhood education.

2. Insure that career development opportunities for Head Start staff are expanded to include access to competency-based training and the opportunity to receive a professional CDA credential.

(b) These goals are compatible with and a continuation and strengthening

of Head Start policy which:

1. Gives priority in employment to parents and residents of the neighborhood or community to be served who are qualified or who show potential for growth in working with children.

2. Assures the rights and career status of current staff within the framework of preexisting Head Start policy and the personnel procedures of the Head Start grantee and delegate agency.

3. Continues to provide access to higher education leading to Associate and Bachelor's degrees to Head Start staff under the HSST program subject to the availability of resources.

4. Amplifies objectives and Performance Standards for the Head Start Education Component that prescribes basic features in the provision of classroom services.

Objectives of these regulations

The objectives of these regulations are to:

(a) Provide training to Head Start staff which will enable them to attain the CDA competencies.

(b) Insure that Head Start classroom staff can demonstrate the CDA competencies or are involved in training which will lead to the attainment of the competencies as demonstrated by award of the CDA credential by the CDA Consortium.

Regulations Plan Development

(a) Each grantee and delegate agency whose program year begins on or after October 1, 1977, shall develop a training plan for implementing the regulations prescribed in Subpart B below. The training plan shall include:

1. Opportunities for Head Start classroom staff to participate in CDA training through cooperating HSST/CDA training institutions, through in-service and preservice training, or through access to other forms of CDA training.

2. Efforts to insure that this training will provide Head Start classroom staff with realistic prospects of attaining the CDA credential or a degree in early childhood education with appropriate experience.

3. Opportunities for Head Start non-classroom staff to participate in CDA training.

4. Priority for training slots in the following order:

   a. Persons presently participating in CDA training who will attain the CDA credential within two to three years.

   b. Head Start classroom teachers who have not yet attained either the CDA credential or a bachelor's or more advanced degree in early childhood education.

   c. Head Start classroom aides interested in CDA as a way of upgrading their skills in working with young children.

   d. Home visitors, particularly those who spend some time working with children in a group setting.

   e. Head Start non-classroom staff who, interested in becoming a classroom staff member, look toward CDA training as a method for developing their skills in working with young children.

5. Budget plans which include the payment of the $20 assessment fee for those persons who apply to the CDA Consortium for assessment.

This training plan shall be in writing and shall be prepared by the Head Start grantee with the participation of the delegate agency including the Career Development Committee and with assistance from appropriate Head Start staff members and with advice and concurrence of the policy council or policy committee.

(1) The training plan must be reviewed by grantee or delegate agency staff at least annually and revised and updated as necessary. The plan must be submitted to the appropriate OCD Regional Office as a part of the annual proposal for the Head Start grant.

The responsible HEW official in each Region shall develop a plan for implementing these regulations which will become a part of their annual Training and Technical Assistance Plan. This official is also responsible for developing procedures for review and approval of grantee staff training plans and for HSST/CDA training contracts.

Regulations Implementation and Enforcement

(a) Grantees and delegate agencies at the commencement of their program year after October 1, 1977, must be in compliance with or exceed the levels of effort prescribed in subpart B which provides long-term processes and goals and intermediate objectives in upgrading the quality of Head Start staff.

(b) The responsible HEW official shall monitor Head Start grantees and delegate agencies to determine compliance with these regula-

tions.

(c) The responsible HEW official shall notify the grantee if the Head Start grantee or delegate agency has not complied with these regulations under the time frame set forth in Section B below:

(1) Grantees which have HSST/CDA training resources available to them shall be notified that they are out of compliance and, at the discretion of the responsible HEW official,

a. Shall be notified of an extension to a maximum of one year of the time within which the grantee or delegate agency shall be required to correct deficiencies in implementation of these regulations.

b. Shall be notified of the commencement of suspension or termination proceedings or of the intention to deny funding.

(2) Grantees which do not have HSST/CDA training resources available to them (as certified by the grantee and the responsible HEW official) shall be notified that they are out of compliance and, at the discretion of the responsible HEW official,

a. Shall be notified of an extension to a maximum of two years of the time within which the grantee or delegate agency shall be required to correct deficiencies in implementation of these regulations, and

b. Shall work closely with the responsible HEW official to;

(i) secure HSST/CDA training or other CDA training resources and launch a CDA training program and/or,

(ii) launch effective in-service and preservice training for Head Start classroom staff to provide training based on the CDA competencies and/or

(iii) secure CDA training from nearby colleges and universities or other training institutions (for example, many community colleges will organize a course of study if as few as a dozen students request a program).

Subpart B

Implementation of Objectives

(a) By October 1, 1978, all Full Year Head Start grantees and delegate agencies must, for every four Head Start classrooms, employ:

1. One CDA as a classroom staff member, or

2. One person as a classroom staff member with a bachelor's degree in early childhood education and appropriate supervised experience or with a more advanced degree in early childhood education and appropriate supervised experience, or

3. One classroom staff member participating in DA training who will attain the CDA credential within two to three years.

(b) By October 1, 1979, all Full Year Head Start grantees and delegate agencies must, for every two Head Start classrooms employ:

1. One CDA as a classroom staff member, or

2. One person as a classroom staff member with a bachelor's degree in early childhood education and appropriate supervised experience or with a more advanced degree in early childhood education and appropriate supervised experience, or

3. One classroom staff member participating in CDA training who will attain the CDA credential within two to three years.

(c) By October 1, 1980, any person who has been employed in a Head Start classroom for three years or longer and now has primary responsibility for directing the daily activities of the children (i.e., the Head Start classroom teacher) must have:

1. A CDA credential, or

2. A bachelor's degree in early childhood education and appropriate supervised experience or with a more advanced degree in early childhood education and appropriate supervised experience, or

3. Be participating in CDA training which will lead to a CDA credential within two to three years.

(d) By October 1, 1981, all Full Year Head Start classrooms must have, as the teacher having primary responsibility for directing the daily activities of the children,

1. A CDA, or

2. A person with a bachelor's degree in early childhood education and appropriate supervised experience or with a more advanced degree in early childhood education and appropriate supervised experience, or

3. A person participating in CDA training who will attain the CDA credential within two to three years.

Training

(a) All Full Year Head Start grantees and delegate agencies whose program year begins on or after October 1, 1977, must modify their career development and training plans to include a priority emphasis on CDA training for classroom staff through inservice or preservice training, through participation in HSST/CDA training, or through organizing or arranging training from other sources (where available).

(b) All Head Start classroom staff should be encouraged to participate in CDA training in accordance with the priorities set forth in these regulations (Regulations Plan Development, (a), 4) and in Head Start Grantee and Delegate Agency career development and training plans.

(c) Any Head Start classroom staff person participating in HSST/CDA training, can be expected to take up to two years of this training to attain competence. A third year of training may be needed depending on the time the trainee is able to allocate to this effort. For those trainees who are in CDA training longer than two years, the training plan should indicate steps to insure that specific areas are identified in which the individual needs training and that future training will specifically address the trainee's identified needs.

Assessment

(a) Assessment fees ($20) for Head Start classroom staff must be paid by:

1. The HSST/CDA training institution if the individual is enrolled in HSST/CDA training.

2. The Head Start grantee if the individual is not enrolled in HSST/CDA training.

(b) Under no circumstances will the HSST/CDA training institution or the Head Start grantee pay more than a total of two assessment fees ($40) for any one individual Head Start staff member.

(c) Subsequent assessments, which may result if the individual does not receive the CDA credential as a result of the first and second assessments, must be paid by the individual.

(d) Persons participating in HSST/CDA training for two years or more must apply for and complete the CDA Consortium assessment process. (For the purposes of these regulations, HSST/CDA training began in September, 1974). The assessment process leads either to granting the CDA credential or an indication that the candidate needs more training

and/or supervised work experience (accompanied by specific recommendations to the candidate as to how to strengthen his or her skills in working with young children).

(e) Should persons complete the CDA Consortium assessment process and not receive their CDA credential, they must reapply for assessment within one year, provided they receive training related to their identified needs. Under no circumstances should candidates not receiving the credential on the first assessment attempt be penalized in any way. The results of the assessment to date are that most candidates have found working with the Local Assessment Team a valuable asset to their long term training and career development.

Staff Recruitment and Personnel Policies.

Grantees and delegate agencies shall reexamine their Personnel Policies to insure compatibility with these regulations. While these regulations set out goals related to Head Start classroom staff qualifications and competencies it also must be interpreted to

(a) Insure the career status of all present Head Start classroom employees, and

(b) Insure the continued recruitment of parents and residents of the neighborhood or community to be served who are qualified or who show potential for growth.

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX G

EXCERPTS FROM CAREER DEVELOPMENT COMMITTEE HANDBOOK

DEVELOPED BY

CENTRAL TEXAS REGIONAL TRAINING OFFICE

HOUSTON, TEXAS

JEANNETTE RUMMEL, DIRECTOR

NOTE: Copies of the Handbook can be obtained on request from:

Central Texas Regional Training Office
Jeannette Rummel, Director
Texas Southern University, Box 273
3201 Wheeler Avenue
Houston, Texas 77004

THE HEAD START CAREER DEVELOPMENT COMMITTEE

Responsibilities

Each Head Start program should have a Career Development Committee made up of full time professional and non-professional staff of full year Head Start programs. The function of the Committee is to advise in the planning, operation and evaluation of the Career Development Program. The Committee will:

1. Prepare the Career Development Plan and submit it to the Head Start program director for his/her consultation with the Policy Council.

2. Establish criteria for the selection of trainees.

3. Make recommendations on relevant and appropriate training, education courses, and pre/in-service curricula.

The Committee is advisory to the Head Start Director. Major policy decisions are made by the Policy Council or are contained in the Head Start Performance Standards.

Membership

The Career Development Committee should be established at the grantee agency level.

The number of members will vary from program to program, but should include:

- Full time, full year staff
- Staff from all components
- Staff from all levels of employment
- Fair representation from each center
- Fair representation from each delegate
- 50% or more non-professional Head Start staff
- 50% or less professional Head Start staff
- Ad hoc members associated with CSA agencies, policy councils, any public or private institutions of higher education, training programs, and other programs concerned with the cevelopment of local manpower.

CAREER DEVELOPMENT

CALENDAR OF IMPLEMENTATION

Objectives and Action Steps	Whose Responsibility	Planned Completion Time											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
. Plan for job development - Recruitment of staff - Job description - Career ladders - Promotion and compensation - Selection for staff training . Long term T/TA plan . Appraisal counseling-evaluation system . Training resources													
E. Subcommittees Meet as Needed	Career Development Subcommittees		△									△	
Conduct three additional quarterly meetings					△			△			△		
II. SPECIAL TRAINING OPPORTUNITIES													
Establish criteria for selection of CDA trainees	CD Committee										△		
Recruit and select trainees for ACYF funded CDA training	CD Director and Head Start Director				↑						↑		
A. Submit Recommendations to RTO-CDA Subcontractor	Head Start Director				↓						↓		
B. Maintain Communication with College, RTO-CDA Subcontractor, and Trainees	Head Start Director, CD Director and Education Staff, Professional and Non-Professional Coordinators	△											△

BEST COPY AVAILABLE

APPENDIX H

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

"Welcome to CDA Training!"

CDA TRAINEE BOOKLET

Dear CDA Intern:

Congratulations on becoming a member of a large group of interns who are working toward the CDA credential. This booklet will help you as you begin the training and assessment process. Read through the booklet, fill in all the information required at the appropriate time, and then, keep it on hand and refer to it often as you move toward the attainment of your CDA credential.

Persons who will be helpful and supportive of you during this time include your local CDA coordinator:

Name_____

Address_____

City_____Zip_____

Phone: Office_____Home_____

your college instructor(s):

Name_____

Address_____

City_____Zip_____

Phone: Office_____Home_____

and, in some instances, the UC field coordinator:

Name_____

Address_____

City_____Zip_____

Phone: Office_____Home_____

So, don't go around with questions unanswered. There are plenty of people ready and willing to help you!

ABOUT YOU . . .

Name_____S.S.#_____

Address_____

City_____Zip_____

Place of work_____

Address_____Phone_____

City_____Zip_____

Places of Training:

Institution_____

Location_____

Institution_____

Location_____

Date Training Began:_____

Projected Assessment Date:_____

In the Beginning . . .

You were chosen to participate in CDA training for any or all of the following reasons:

1. You indicated an interest in and desire for training and obtaining the credential.

2. You have teacher responsibilities which require the CDA training and credential.

3. You possess potential for fulfilling the role of a teacher, and this potential has been recognized by your program Director and/or Career Development Committee.

However it happened that you came to be in the CDA training program, you probably realize that it is a serious as well as a highly rewarding undertaking that will enrich you and the children with whom you work.

But, it may all seem scary to you; not being aware of all the "in's and out's" of CDA may raise a lot of questions in your mind. Again, this booklet will be of some help and, also, the people listed in the first part of the booklet.

Don't forget CDA's in your own center who may be invaluable resources. They can be great at putting you at ease by answering your questions about the portfolio, the LAT, and about how it felt to go through it all! Use them! Most are glad to lend a hand!

HERE'S HOW IT IS . . .

First, you must obtain the training that you need to help you gain the competence needed for assessment. Hopefully, before training begins, or soon after it begins, you will become thoroughly familiar with the CDA Assessment and Credential Award System -- what it is, why it is important, and how one goes about obtaining the credential itself.

Presentations on the System may have been or will be made to your center's staff. If not, ask your Director to request such a presentation from the RTO office. Information about the CDA credential can also be obtained from:

Child Development Associate
National Credentialing Program
1341 G Street N.W., Suite 802
Washington, D.C, 20005
Phone: (202) 638-6656

TOLL FREE: (800) 424-4310

(The toll-free number is to be used by anyone in the field who needs information or answers to questions. Please use it!)

ASSESSMENT PROCESS

STEP I -- Pre-Entry Process

At anytime during the training, but preferably at the beginning, you will need to submit an enrollment form to the CDA National Credentialing Program Office. The form looks like this:

ENROLLMENT FORM

To be eligible for CDA assessment leading to the CDA Credential, you must be able to answer "yes" to each of the four questions. Please check one box after each question.

		YES	NO
1.	Are you 16 years old or older?..... 1.	___	___
2.	Do you know of a State approved child development center where you can be observed working with a group of children three through five years old?..... 2.	___	___
3.	Have you had, within the last 5 years, at least 8 months of full-time practicum and/or experience OR 16 months of part-time (less than 3 days a week), or volunteer experience working with children three through five years old and their parents in a group setting?..... 3.	___	___
4.	Have you had EITHER some formal training (in a university or college, junior college or high school) OR some informal training (workshops, seminars or in-service programs) in early childhood education/child development?..... 4.	___	___

5. NAME _____ PHONE ( ) _____
Last First Middle Initial Area code

6. ADDRESS _____
Street City State Zip

I affirm that the answers given are true, to the best of my knowledge _____ Your signature _____ Date

Obtain this form from your local CDA coordinator, Director, course instructor, or the RTO-CDA office.

When the enrollment form is received at the CDA-NCP national office, it is checked for eligibility. Eligibility criteria are:

1. The applicant must be at least 16 years old.

2. The Applicant must obtain a signed statement guaranteeing to her/his assessment team access to an Approved (by state or local government) child-care center.

3. The applicant must provide evidence of formal or informal training in early childhood education/child development.

4. The applicant must have at least eight (8) consecutive months of full-time or sixteen (16) months of part-time experience working with children, aged three to five, in a group setting.

If you meet the criteria, The CDA-NCP office will send you an application package which contains:

--a letter to you
--an official application form
--a Local Assessment Team (LAT) Guidelines booklet

STEP II -- Intake and Initial Assessment Activity

The LAT Guidelines booklet contains all the information that you will need to guide you through the assessment procedure. In it, you will find step by step, your and your Local Assessment Team members' responsibilities, along with helpful checklists for checking of tasks as they are completed. Your Local Assessment Team will consist of four members, two of whom you choose (Advisor and Parent-Community Representative), yourself, and a fourth (CDA-NCP Representative) whom you will not meet until the day of your assessment.

In anticipation of receiving the application packet, you will need to begin thinking of persons whom you will want to be members of your Local Assessment Team (LAT). The names of the Parent-Community Representative and your Advisor will have to be on the application that you return to the CDA-NCP office. While your director can assist you by suggesting qualified persons who might serve as members, the decision is ultimately yours. The LAT Guidelines booklet lists the qualifications for these individuals.

Read the entire LAT book as soon as you receive it. Then, complete and return

the application, accompanied by a $10 fee (non-refundable), to the CDA-NCP office. Once received, screened, and accepted, the application step marks your official entry into the assessment process.

STEP III -- Candidate Readiness

After the application is accepted and checked, the CDA-NCP office sends you a set of materials containint a packet for each LAT member. The packets describe what each member must do to prepare for the actual assessment. You will be responsible for seeing that the members get their packets and understand what they are to do. You may need to check periodically to see how they are progressing on their assignments. Your main responsibility in readying for the assessment is to complete your portfolio. (Read more about the portfolio later in this booklet.) When you and the other members have completed all assignments, you notify the CDA-NCP national office by sending the Readiness form found in your packet (Candidate's Packet) of materials, along with a $20 fee (non-refundable).

STEP IV -- Team Assessment

On the date suggested by you on the Readiness form and agreed upon by all LAT members, the assessment will take place. The CDA-NCP will send its representative, the fourth member of the team, to: (1) observe you in the class-room with your children, (2) interview you, and (3) participate in the Local Assessment Team (LAT) meeting.

After the meeting, all assessment materials except the portfolio, are sent to the CDA-NCP national office. In addition, the team's recommendation to award or deny the credential is sent.

STEP V -- Award

The CDA-NCP office reviews the materials and the LAT's recommendation. If everything is in order and all procedures have been followed correctly, the CDA-NCP ratifies the LAT's recommendation and awards or denies the CDA credential.

(Keep track of your STEPS; use checklist on p. 11)

THE PORTFOLIO

Below are a few points about the portfolio that you will want to keep in

mind.

1. The portfolio is prepared totally by you, and you bring it as evidence of your competence to the LAT meeting.

2. The portfolio is a collection of examples of your work with your children, organized according to specified criteria, that the team members may or may not have had an opportunity to observe.

3. The portfolio should be organized according to the guidelines found in the LAT Guidelines booklet.

4. The portfolio is carefully reviewed at the LAT meeting, and it is kept by you after the meeting is over. It is no longer mailed to the CDA-NCP national office as in the past.

A note of advice: You will want to start your portfolio as soon as possible after you begin your training so that you can develop it gradually, adding meaningful items to it until it is completed.

THE BILINGUAL/BICULTURAL CDA CREDENTIAL
(Spanish/English)

Requirements

The specific requirements for the Bilingual/Bicultural Credential are:

You, your Advisor, and your Parent-Community Representative must have a working knowledge of both Spanish and English.

You must provide a Portfolio in both Spanish and English. No less than 25% and up to 50% must be written in any one language. At least two (2) of the following six (6) functional areas must be entirely written in the non-dominant language. For definitions of the functional areas refer to LAT Guidelines booklet

1. Communication
2. Social
3. Self-Concept
4. Home-Center
5. Environment
6. Staff

You must be observed working with children in a Spanish-English Bilingual/Bicultural group setting as defined below:

In a Bilingual/Bicultural group setting, both Spenish and English as used consistently and both cultures are integrated

into all daily activities.

You must be observed using both Spanish and English in your daily activities with the children in your group. You must be interviewed in both languages by a CDA-NCP representative.

All assessment forms must be completed in English by you, your Advisor, and your Parent-Community Representative, Only the questionnaires completed by the parents may be in Spanish,

The Local Assessment Team meeting can be conducted in either Spanish or English. However, the Team must discuss two of the six functional areas listed above in the non-dominant language. The areas discussed must not be the same two areas chosen as examples required in the Portfolio.

Instructions

Candidates for the Bilingual/Bicultural CDA Credential will be required to proceed through all stages of the assessment process. That is;

Complete the application form;

Complete all assessment material in the Local Assessment Team Packet (these materials are sent after the CDA-NCP office has received and approved the application form);

Be observed and interviewed by a Representative of the CDA-NCP office and complete the Local Assessment Team Meeting.

All necessary information and forms for each stage are provided by the CDA-NCP office for all assessments. Bilingual/Bicultural CDA Candidates use a set of forms and materials called the Bilingual/Bicultural Packet. This Packet contains:

An instruction sheet for the Bilingual/Bicultural Credential;

Three (3) sets of Bilingual/Bicultural Competency Standards for Team members;

Twenty (2) Spanish-English Parent opinion questionnaires;

One (1) Spanish-English Master Parent opinion questionnaire;

Three (3) Bilingual/Bicultural LAT Member Information Sheets;

A Bilingual/Bicultural Readiness Notification Form;

A consent form.

For more information concerning the B/B CDA Credential, call the toll free number at the CDA-NCP office and ask to speak to Margarita Perez.

(800) 424-4310

ASSESSMENT PROCESS CHECKLIST

Keep track of each step in your assessment process as it is completed. Enter dates and check off after you have notified your local CDA Coordinator of each step's completion.

	Date	Notified CDA Coordinator
Enrollment Form to Nat'l CDA Office		
Received Application Packet		
Submitted Application to Nat'l CDA Office		
Submitted Readiness Notification to Nat'l CDA Office		
Date of Assessment and LAT Meeting		
Received Notification of Award from Nat'l CDA Office		

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of
Human Development Services

The Child Development Associate
Local Assessment Team

Office Use Only
No.
O. NO.
Date
Fee
Check #

APPLICATION FORM FOR THE CHILD DEVELOPMENT ASSOCIATE

Please read the enclosed Local Assessment Team Guidelines before filling out this form. Please print or type all answers.

PART ONE (To be filled out by Applicant)

Section One: PERSONAL INFORMATION

NAME (Your name will appear as printed below on any credential issued by the Consortium.)

Last First Middle Initial Title (Mr., Ms., etc.)

ADDRESS No. and Street City State Zip Code

PHONE Home: ( ) /Office: ( ) /Social Security No.
Area Code Area Code

FORMAL EDUCATION: If you have taken university, college or high school courses in early childhood education/child development, please have an official transcript of these courses from one institution you attended fowarded to the Consortium.

INFORMAL EDUCATION: (The following information is required only if no official transcript of courses in early childhood education/child development will be returned with this application form.) Please list workshops, seminars, training sessions in early childhood education/child development that you have attended. Enclose a letter from the supervisor or instructor of one of these, verifying that you satisfactorily completed the session.

Subject of Workshop	Dates	Name and Address of Sponsoring Agency
(1)		
(2)		
(3)		

EXPERIENCE: Have you worked full-time with 3 to 5 year old children in a group setting, and with their parents for a least 8 months within the last 5 years? YES ☐ NO ☐

OR Have you worked part-time (less than 3 days a week) with 3 to 5 year old children in a group setting, and with their parents, for at least 16 months within the last 5 years? YES ☐ NO ☐

Have you ever been convicted of a crime involving child abuse? Yes ☐ No ☐

I hereby testify to the truth of the answers I have given to the questions above. (NOTE: An untrue or inaccurate statement or response may be grounds for revocation of any credential issued to you.) In addition, I promise to keep in strictest confidence all information that I may acquire during the assessment process.

Signature of Applicant Date

BEST COPY AVAILABLE

PART TWO

CENTER DIRECTOR'S SECTION

(To be filled out by director of the center where you will be observed working with children.)

I have read the Center Access Regulations, and as _____ of
Title

_____ I hereby grant permission for _____
Name of Applicant

to be observed in this center by the CDA Consortium assessment team.

_____ _____
Signature of Center Director Date

_____ ( )
Name (Please Print) Phone (Area Code)

- Is there a requirement in your state or locality that your child care center be licensed, approved or registered? Yes__ No__
- If there is such a requirement, does your center meet it? Yes__ No__
- Have you given the Applicant the names of 3 persons who meet the qualifications for P-C Rep? Yes__ No__

TRAINER'S SECTION

(To be filled out by the trainer on your assessment team.)

- I have agreed to serve as trainer in the assessment of _____ for the CDA assessment.
Name of Applicant

- I have met all the required qualifications for this role. (Please check each.)

	Check here
- I am aware the professional growth of the applicant.	____
- I have known the applicant for a length of time.	____
- I am a professional in the field of Early Childhood Education/ Child Development.	____
- I am familar with the requirements governing pre-school programs in the applicant's region.	____
- I am not presently working in the same room with the applicant.	____

I intend to carry out all the responsibilities of trainer. (Please check each.)

	Check here
- To observe the applicant in his or her natural setting while working with children.	____
- To fill out the trainer's report on candidate form that will be given to me.	____
- To participate in the assessments team meeting when it is scheduled.	____

I promise to keep in strictest confidence all the above information about the applicant that I will acquire during the assessment process. I will share such information with no one other than the applicant, the other two members of the assessment team, or an authorized representative of the CDA credentialing program.

_____ _____
Signature of Date

_____ ( )
Name (Please Print) Phone (Area Code)

_____
Street Number City State Zip Code

THE CHILD DEVELOPMENT ASSOCIATE
LOCAL ASSESSMENT TEAM

Center Closing Date_____
Fee Received_____

Readiness Notification Form

CANDIDATE'S NAME (Please Print or Type)

ADDRESS

PHONE NUMBER CANDIDATE NUMBER

CANDIDATE'S VERIFICATION (The Candidate must check each step she/he has completed and sign in the proper place.)

I am a Candidate for the CDA Credential. I have completed the following work that the CDA Consortium has asked me to do. I have:

( ) Been observed by my Advisor;

( ) Been observed by my Parent-Community Representative;

( ) Prepared a Portfolio of my work with the children in my room, in accordance with the Local Assessment Team (LAT) Guidelines;

( ) Completed a LAT Member Information Sheet, for collection at the LAT meeting.

I am now ready for the visit of a Consortium Representative.

SIGNATURE OF CANDIDATE DATE

ADVISOR'S VERIFICATION (The Advisor must check each step she/he has completed and sign in the proper place.)

I am serving as Advisor for the above Candidate for the CDA Credential. I have completed the following work that the CDA has asked me to do. I Have:

( ) Visited the Candidate's room;

( ) Observed her/him working with children;

( ) Filled out the Advisor's Report on Candidate Form;

( ) Completed a LAT Member Information Sheet, for collection at the LAT meeting.

I am now ready for the meeting of the Local Assessment Team.

SIGNATURE OF ADVISOR DATE

PHONE

Section Two: PORTFOLIO

I agree to provide the Local Assessment Team (LAT) with a Portfolio of materials. which give an indication of my work with children, in accordance with the LAT Guidelines Yes ( ) No ( )

Section Three: TIME AND PLACE OF ASSESSMENT

TIME:: Allowing at least 8 weeks for the necessary preliminary procedures, please indicate the months when you would prefer to be assessed for the CDA credential. To allow the Consortium some flexibility in scheduling assignments of its representatives, list three choices:

First Choice:_____ Second Choice_____ Third Choice_____

PLACE: During the assessment, you must be observed working with a group of at least eight, 3-5 year old children. Please indicate the name of the center where you have obtained permission for the observations to take place.

_____ ( )_____
Name of Center Phone (Area Code)

_____
No. and Street City State Zip Code

Section Four: CHILDREN IN APPLICANT'S GROUP

How many children are there in your group?_____
(No. of Children)

Will you need any Parent Opinion Questionnaires in Spanish? Yes ( ) No ( )

If yes, how many?_____

Would it be helpful for you to have Parent Opinion Questionnaires in a language other than English or Spanish? Yes( ) No ( ) Identify Language_____

(NOTE: At this time, the Consortium has questionnaires available only in Spanish or English. Answers to this question will help the Consortium to plan for future translations into other languages.

Section Five: LAT LANGUAGE (Optional)

LAT meetings are usually conducted in English. However, if you feel that it would be easier for you and/or your Trainer and Parent-Community Representatives to participate in the LAT meeting if it were conducted in another language, you may request the assignment of a Consortium Representative who speaks that language.

My LAT request a Consortium Representative who speaks _____ in addition to English. Name of Language

Section Six: STANDARD OF CONDUCT

Please read and sign the following:
In consideration of the granting to me of a credential and the attendant right to use the title, Child Development Associate, and its abbreviation CDA in connection with my name, I do hereby agree to perform the duties of Child Development Associate to the best of my ability, and to conduct myself in a manner appropriate to the dignity of my profession.

_____ _____
Signature of Applicant Date

FELLOW-WORKER'S SECTION

(To be filled out by a person who works or has worked with you at the center.)

I understand that _____ is applying to be assessed for a CDA credential. (Name of Applicant)

I realize that this credential will be awarded only to persons judged competent to work with preschool children in a group setting. I have worked with the above-named person for ___years. I can truthfully state that she/he is a worthy candidate for this credential, that she/he is genuinely interested in and concerned for children, and has a good influence on them.

(Signature of Fellow Worker) _____ (Date)

Name (Please Print) Phone ( ) (Area Code)

Work Address (Street, City, State and Zip Code)

PARENT-COMMUNITY REPRESENTATIVE'S SECTION

(To be filled out by the Parent-Community Representative on your assessment team.)

I have agreed to serve as Parent-Community Representative in the assessment of _____ for the CDA Credential.

I meet all the required qualifications for this role. (Please check each.) Check Here:

- I am a parent or legal guardian of a child. ____
- I have been directly involved, within the past two years, as a parent or volunteer, with the center where the Applicant works. ____
- I am not presently employed by the center where the Applicant works. ____
- I do not presently have a child in the Applicant's room. ____

I intend to carry out all the responsibilities of Parent-Community Representative (Please check each.)

- To collect information from parents of children in the Applicant's room. ____
- To observe the Applicant's performance with children and fill out an observation form. ____
- To serve as a spokesperson for the parents and the community. ____
- To participate in the assessment team meeting, when it is scheduled. ____

I promise to keep in strictest confidence all the information about the Applicant that I will acquire during the assessment process. I will share such information with no one other than the Applicant, the other two members of the assessment team or an authorized representative of the CDA Consortium.

Signature of Parent-Community Representative _____ Date

Name (Please Print) Phone ( ) (Area Code)

No. and Street City State Zip Code

PARENT COMMUNITY REPRESENTATIVE'S VERIFICATION (The Parent-Community Representative must check each step she/he has completed and sign in the proper place.)

I am serving as the Parent-Community Representative for this Candidate (name on other side) for the CDA Credential. I have completed the following work that the CDA Consortium has asked me to do.

( ) I have contacted at least one parent of each of the children in the Candidate's room, to have them fill out a Parent Opinion Questionnaire.

( ) I have seen that the questionnaires have been completed, wherever possible.

( ) I am prepared to give an explanation for any Parent Opinion Questionnaires that were not returned.

( ) I have filled out the Master Parent Opinion Questionnaire summarizing the individual questionnaires.

( ) I have observed the Candidate working with the children in her/his group.

( ) I have filled out the Parent-Community Representative's Observation Form, based upon my observation of the Candidate.

( ) I have completed a LAT Member Information Sheet, for collection at the Lat meeting.

I am now ready for the meeting of the Local Assessment Team.

_____ _____

SIGNATURE OF PARENT-COMMUNITY REPRESENTATIVE DATE

_____

PHONE

NOTE TO CANDIDATE: When this form has been completed by you, your Advisor and your Parent-Community Representative, send it, along with a $15 check or money order for your assessment fee, to The Child Development Associate , in the envelope provided. After receiving these, the will assign one of its Representatives to join your assessment team. The Consortium Representative will contact you and the other members of your assessment team to make the necessary arrangements for the completion of your assessment.

TRAINING RECORD

Course No.	Course Title	Date

APPENDIX I

UNIVERSITY CONSORTIUM-CDA RESOURCE MODEL

Sample Observation Forms
and
Field Supervision Discussion Sheet

(Observation Form developed by Texas Tech University RTO-CDA office; Discussion Sheet developed by the Texas Southern University RTO-CDA office.)

Texas Southern University
Central Texas Regional Training Office

OBSERVATION AND FEEDBACK CONSULTATION: GUIDELINES AND RATIONALE

On-site observation and feedback consultation is the heart of the CDA field experience. These visits provide opportunities for mutual learning, as well as guidance and support for the trainee. Because this process is so critical to the growth and development of the trainee, at a minimum, the TSU/CDA training contract is needing at least one observation and feedback session per trainee per month. Weekly and twice a month observations and feedback sessions are encouraged and commended. Observations should be related to the CDA functional areas.

A feedback consulation focusing on the observation and its link to CDA should take place as soon as possible, preferable the same day as the observation. A group conference may be integrated into the feedback process, but may not be held to the exclusion of individual feedback consultations.

Field assignments play an important role in the trainees' growth and self-understanding, as well as being related to the local education plan. It is paramount that field assignments:

- Be specifically designed for that particular trainee, and relate to his/her learning needs.
- Reflect the trainees' emerging self-assessment skills.
- Help the trainee develop understandings of the CDA competencies and functional areas.
- Be carefully recorded to provide documentation of the trainees' growth and learning.
- Be related to the trainees own classroom experiences and group of children.

D I S C U S S I O N S H E E T

What Is Field Supervision?
How Can You Accomplish It?

Field Supervision

ACYF guidelines mandate that 50% of CDA training be done in the field. This process involves a field supervisor visiting a trainee in her/his classroom and providing feedback, support, training, and suggestions to develop skills in the competency areas. The field supervisor is most often the college instructor or Head Start Education Coordinator from the same agency as the trainee.

The field training strategies which can be used in addition to the focused observation and feedback consultations are the following:

- Videotaping classrooms and certain classrooom vignettes which demonstrate or assess competence.
- Peer observations
- Writing journals
- Modeling
- Workshops

People Who Could Help Complete Field Supervision

- Head Start Educational Coordinators
- Graduate, Senior Undergraduate Students
- Center Directors
- CDA'a

CDA CANDIDATE OBSERVATION

CANDIDATE_____ Date_____

FUNCTIONAL AREA: SAFE	YES	NO	COMMENTS
1. Positive safety rules are verbalized and practiced.	___	___	_____
2. Playground and equipment are inspected daily before children's use	___	___	_____
3. Practice fire & tornado drills are scheduled regularly.	___	___	_____
4. Candidate can verbalize emergency procedures.	___	___	_____
5. Adequate adult supervision is provided.	___	___	_____
6. Children are released to authorized person only.	___	___	_____
7. Foods & liquids are wiped up promptly.	___	___	_____
8. Safety practices are taught through pictures, books and stories.	___	___	_____

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FUNCTIONAL AREA: HEALTH	YES	NO	COMMENTS
1. Children are encouraged to wash their hands before eating & after using restroom.	___	___	_____
2. Children are encouraged to brush their teeth.	___	___	_____
3. Discussion was encouraged at breakfast/lunch.	___	___	_____
4. Daily health or nutritional activities were in schedule.	___	___	_____
5. Supervise/eat with the children.	___	___	_____
6. Supervised routine bathroom procedure.	___	___	_____
7. Candidate models good health practices.	___	___	_____
8. Cooking experiences were provided which were nutritious.	___	___	_____
9. Obtains health/nutritional information on children.	___	___	_____

	YES	NO	COMMENTS
10. Children were prepared for physicals & dental appointments through stories, books, & role playing.	___	___	_____
11. Candidate exhibits an awareness of unusual behavior or symptoms.	___	___	_____
FUNCTIONAL AREA: LEARNING ENVIRONMENT			
1. Lesson plans are orderly.	___	___	_____
2. Staff works with children in small groups.	___	___	_____
3. Candidate can verbalize learning purpose of materials in classroom.	___	___	_____
4. Room is arranged in a neat and orderly manner.	___	___	_____
5. Schedule alternates quiet and active activities.	___	___	_____
6. Smooth transitions are provided.	___	___	_____
7. Candidate makes good use of space available.	___	___	_____

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	YES	NO	COMMENTS
8. Coordinate materials such as records, book, and puzzles with program theme.	___	___	_____
9. A balance between indoor and outdoor play, between group activities, and individual activities is provided.	___	___	_____
10. Staff ready with supplies, materials, and plans for day.	___	___	_____

FUNCTIONAL AREA: PHYSICAL

1. Activities which promote gross motor development were in daily schedule.	___	___	_____
2. Activities which promote fine motor development were in daily scheduel.	___	___	_____
3. Specify activities for handicapped children were provided.	___	___	_____
4. Activities which promote body awareness were provided	___	___	_____

5. Teaches safe use of equipment to children while they are using it. ___ ___ _____

___ ___ _____

6. Teaches outside games. ___ ___ _____

_____

7. Identifies coordination problems and uses appropriate activities. ___ ___ _____

FUNCTIONAL AREA: COGNITIVE

1. Provides activities which require children to think and to solve problems (classifying, seriating, comparing, and contrasting). _____

___ ___ _____

2. Interacts with children in ways which allow and encourage them to think. ___ ___ _____

_____

3. Adapts equipment, materials, and activities to meet cognitive developmental level of children. ___ ___ _____

_____

4. Helps children develop concepts related to space, time, numbers, shapes, etc. ___ ___ _____

_____

5. Uses open-ended questions. ___ ___ _____

_____

6. Reads and discusses book with children. ___ ___ _____

_____

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	YES	NO	COMMENTS
7. Facilitates use of materials or equipemnt for experimentation in science activities.	___	___	_____
8. Activities to promote sensory awareness were scheduled.	___	___	_____
9. Children are spending no more than 10% of their day in structured activities.	___	___	_____
10. Attention is given to the relationship of numbers to objects.	___	___	_____
11. Calendar and weather chart are used daily.	___	___	_____

FUNCTIONAL AREA: LANGUAGE

1. Discussion was encouraged at breakfast/lunch.	___	___	_____
2. Books were read to the children.	___	___	_____
3. Questions were asked and individual children were encouraged to speak during discussions of general topics.	___	___	_____
4. Candidate spoke to children at eye level.	___	___	_____
5. Children were encouraged to speak in complete sentences.	___	___	_____

	YES	NO	COMMENTS
6. Fingerplays were taught children.	___	___	_____
7. Candidate used her own speech as a model.	___	___	_____
8. Encouraged verbal and non-verbal expression.	___	___	_____
9. Helped children become involved in dramatic play.	___	___	_____
10. Staff accepted child's native language.	___	___	_____
11. Provides activities which develop child listening skills.	___	___	_____

FUNCTIONAL AREA: CREATIVE

1. Children were allowed time and space to create.	___	___	_____
2. Children appear to be comfortable and at ease in classroom.	___	___	_____

	YES	NO	COMMENTS
3. Child art is never judged, graded or criticized	___	___	_____
			_____
4. Candidate interacts with children in different centers.	___	___	_____
			_____

FUNCTIONAL AREA: SELF-CONCEPT

1. Children were encouraged to express their sincere feelings.	___	___	_____
			_____
2. Children appear to be comfortable and at ease in classroom.	___	___	_____
			_____
3. Many opportunities were provided for the use of the child's name.	___	___	_____
			_____
4. Each child was greeted individually as he entered the room.	___	___	_____
			_____
5. Spoke to child on eye-level.	___	___	_____
			_____
6. Child received verbal approval.	___	___	_____
			_____

	YES	NO	COMMENTS
7. Many opportunities for the children to experience success.	___	___	_____
8. Staff accepts differences in children.	___	___	_____
9. Child is not forced to contribute to or participate in a group activity.	___	___	_____
10. Child is helped to become aware of and exercise control over his/her body.	___	___	_____
11. Body awareness activities were included.	___	___	_____

FUNCTIONAL AREA: INDIVIDUAL STRENGTH

1. Teacher utilitzes helper and leader chart.	___	___	_____
2. Children are encouraged to clean centers before going to another.	___	___	_____
3. Children empty their own lunch trays.	___	___	_____
4. Staff encourages children to accept responsibility for self.	___	___	_____

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	YES	NO	COMMENTS
5. Children are encouraged to express feelings in acceptable ways.	___	___	_____
6. Children are allowed to choose a new activity when ready.	___	___	_____
7. Child is asked individually which learning center he wishes to go to.	___	___	_____

FUNCTIONAL AREA: SOCIAL

1. Helps children respect the property and rights of others.	___	___	_____
2. Opportunities for solitary and cooperative play are available.	___	___	_____
3. Expectations are set for children which are consistent with their individual capabilities.	___	___	_____

FUNCTIONAL AREA: GROUP MANAGEMENT

1. Provides and alternates active and quiet activities.	___	___	_____
2. Plans and implements orderly transitions from one activity to another.	___	___	_____

	YES	NO	COMMENT
3. Establishes a reasonable system of limits and rules.	___	___	_____
4. Staff is consistent with positive discipline.	___	___	_____
5. Verbally discussed rules with children.	___	___	_____
6. Schedule was flexible.	___	___	_____
7. Prepared children for clean-up time with transitional song.	___	___	_____
8. Good behavior was rewarded by extra attention rather than bad.	___	___	_____

FUNCTIONAL AREA: HOME-CENTER

1. Establishes and promotes a productive relationship with parents.	___	___	_____
2. Provides opportunities for parents to use their skills and talents in the group.	___	___	_____

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	YES	NO	COMMENTS
3. Conducts monthly parent meetings.	___	___	_____
4. Offers home visits to all H. W. parents.	___	___	_____
5. Orientation packets are delivered and explained to parents.	___	___	_____
6. Communicates verbally and in writing with parents.	___	___	_____

FUNCTIONAL AREA: STAFF

1. Staff adheres to a professional code of ethics that avoids discussing information regarding students and families, etc.	___	___	_____
2. Regularly attends preschool child care workshops.	___	___	_____
3. Aware of community resources available.	___	___	_____
4. Staff is aware of community helpers available to assist.	___	___	_____
5. Staff is alert to the various avenues to cultural enrichment in community.	___	___	_____

	YES	NO	COMMENTS
6. Maintains all records required by administrative staff.	___	___	_____
7. Plans activities with other adults in center.	___	___	_____

Field Observation/Advisor Appraisal

Candidate's Name_____ Title_____

Observation Date_____ Time Started_____ Time Ended_____ Observed By:_____

No. of Children_____ Age of Children_____ Place of Observation_____

At what time in the daily schedule?_____
(Free Play, story time, etc.)

(If more space is needed for any of the questions below, please continue on back.)

What is your immediate reaction to this observation?_____

_____

I. What CDA Area(s) did this activity(s) cover?_____

II. Describe:

A. Any evidence of advance planning for the activity(s):_____

_____

B. The physical setting: _____

_____

C. The activity(s)--Responses of the children:_____

_____

D. Behavior of candidate:_____

_____

III. What were the most positive things that happened?_____

_____

IV. What were the areas of difficulty?_____

_____

V. Suggestions for changes in this activity(s):_____

_____

VI. Specific follow-up for candidates advancement:_____

_____

_____

Form developed from materials by University Research Corp.

SPHC Form # 003

CDA ENVIRONMENT CHECKLIST

FUNCTIONAL AREA: SAFE	YES	NO
1. Play area is fenced or clear boundaries are established within which the children play.	____	____
2. Stationary equipment is secure.	____	____
3. All dangerous substances are kept in a locked cabines.	____	____
4. Equipment or furniture does not block doorways.	____	____
5. Area rugs are secured to the floor.	____	____
6. All emergency exits are marked.	____	____
7. Emergency phone numbers are posted.	____	____
8. Each area is clearly defined and materials are kept in that area.	____	____
9. All electric outlets are protected.	____	____
10. Indoor furniture is in safe condition.	____	____
11. Toys and materials are safe.	____	____
12. Fire extinguisher is available in the center.	____	____

FUNCTIONAL AREA: HEALTH		
1. First aid kit available and restocked regularly.	____	____
2. Menus are posted.	____	____
3. Adequate soap and tissues are available.	____	____
4. Volunteers TB test results are on file.	____	____
5. Height and weight charts are posted.	____	____
6. Posters on first aid, nutrition, health, etc. are posted.	____	____
7. Isolated area for ill child is provided.	____	____
8. Toys were clean.	____	____
9. Toothbrushes were labeled with child's name.	____	____

FUNCTIONAL AREA: LEARNING ENVIRONMENT	YES	NO
1. Provides clearly defined learning areas for:		
--Blocks	____	____
--Library	____	____
--Dramatic Play	____	____
--Large Motor Activities	____	____
--Art	____	____
--Manipulatives	____	____
--Music	____	____
--Science/Math	____	____
--Sand-Water Play	____	____
--Woodworking	____	____
--Cooking	____	____
2. The emotional environment is pleasant, supportive, and personalized.	____	____
3. Child-sized equipment is used.	____	____
4. Materials were well organized.	____	____
5. Each child has individual storage area, i.e. locker, cubby hole, etc.	____	____
6. Materials appropriate for developmental level and learning styles of the children are available.	____	____
7. Child's work is displayed at eye level.	____	____
8. All ethnic groups are represented through pictures, posters, books, cooking experiences, and language.	____	____

FUNCTIONAL AREA: PHYSICAL

1. Were materials provided to develop gross motor activities? ____ ____

_____

_____

_____

2. Were materials provided to develop fine motor activities? ____ ____

_____

_____

FUNCTIONAL AREA: COGNITIVE	YES	NO
1. Provides materials which require children to think and to solve problems. (classifying, seriating, comparing, and contrasting)	____	____
2. Books are readily accessible and displayed neatly.	____	____
3. Block area contains enough blocks for several children; arranged on shelf; wooded figures to use as accessories.	____	____
4. Manipulative contains materials of varying levels of complexity.	____	____
5. Science area contains materials for sorting/counting, animals, plants, and appropriate books.	____	____
6. Sand and water have different materials for experimenting.	____	____
7. Cooking activities were scheduled.	____	____
FUNCTIONAL AREA: LANGUAGE		
1. Several age-appropriate books are available.	____	____
2. Language masters, records, tapes, and flannel boards are available.	____	____
3. Language props such as telephones, tape recorders, etc. are availalbe.	____	____
FUNCTIONAL AREA: CREATIVE		
1. Adequate materials are available (clay, finger paints, glue, paper, scissors, etc.)	____	____
2. Were there dramatic activities--puppets, musical instruments, dress-up clothes, records, ethnic dolls, child size work tools, blocks.	____	____
3. Childrens' work is displayed at eye-level.	____	____
4. Art supplies are on low shelves for child's use.	____	____
5. New kinds of art activities are introduced periodically.	____	____
6. Patterns and mimeographed work are avoided.	____	____
7. Teacher encourages child to talk about art work.	____	____

	YES	NO
FUNCTIONAL AREA: SELF-CONCEPT		
1. Mirrors were in classroom.	___	___
2. Pictures or posters were displayed, reflecting all ethnic groups.	___	___
3. Objects present that reflected various holiday customs or cultures.	___	___
4. Children's self-portraits, paintings, and art work was displayed.	___	___
FUNCTIONAL AREA: INDIVIDUAL STRENGTH		
1. Room is set up in learning centers.	___	___
2. Cubbies or lockers are labeled with child's name and possessions are kept there.	___	___
3. Leader and helper chart are posted.	___	___
FUNCTIONAL AREA: SOCIAL		
1. Comfortable atmosphere in room.	___	___
2. Non-structured activities provided.	___	___
3. Materials and activities are used which relate to individual interests.	___	___
FUNCTIONAL AREA: GROUP MANAGEMENT		
1. Learning centers defined and limited.	___	___
2. Room arranged so as not to encourage running.	___	___
FUNCTIONAL AREA: HOME-CENTER		
1. A parent volunteer was actively involved in classroom.	___	___
2. Parent bulletin board located in classroom.	___	___
FUNCTIONAL AREA: HOME CENTER		
1. Room kept neat and orderly	___	___

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX J

DRAFT BIBLIOGRAPHY OF CDA TRAINING MATERIALS

FROM: CDA Resource Center
College of Education
University of Illinois
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-1769

DRAFT

Bibliography of CDA Training Materials

An annotated list of currently available modules and other publications, prepared by the CDA Resource Center

Arrangement: The publications in this bibliography are arranged by date, beginning with the most recent items. The Table of Contents identifies institutions associated with each publication; a personal author is listed if an institutional affiliation was not known. A list of audio-visuals on the CDA program and information on ordering publications through the ERIC system are appended.

Availability: The publications included in the bibliography are not available from the CDA Resource Center. They should be ordered from the publisher or source listed in each citation. Some of the items are available only through the ERIC system; for information on ordering these materials, see the last page of the bibliography.

Comments Requested: This bibliography is a draft and therefore incomplete. If you know of materials which should be included or if you have further information on the materials listed, contact:

CDA Resource Center
College of Education
University of Illinois
1310 S. Sixth St.
Champaign, IL 61820
(217) 333-1769

More Information: Detailed information on some of the items in this bibliography is available in Volumes I and II of "A Descriptive Guide of CDA Training Materials" by University Research Corporation. Free copies of these volumes are available from the CDA Resource Center at the address above.

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Modules for Training Caregivers of Young Children. School of Education, University of Michigan, Ann Arbor. 1980. 15 modules organized into 3 books. Order from: University of Michigan, Attention: Eric Warden, 1111 School of Education Building, Ann Arbor, MI 48109. Also available through the ERIC system in microfiche copy only; ED numbers are listed in the citations below.

A developmental curriculum designed for a series of workshop presentations that can be used in other training situations. Each of the three books in the curriculum includes a number of modules which present training objectives, descriptive and background information, suggestions for presenting the materials, resource articles and follow-up ideas. A brief description of each book is listed below.

What do We Do Today? Planning a Developmental Curriculum. Carol Carter Alexander and Ellen Kotlus, Eds. $10.00, ED 190 243, 320 p.

Contents of the 7 modules in this book focus on gross motor development, perceptual motor development, woodworking, preschool math and science, cooking, rhythm and music and socio-dramatic play. Included in each of the sets of materials are definitions of terms, forms, and handouts. Most of the modules also include a developmental chart of age appropriate skills and a section on homemade materials.

Teacher, I Don't Feel Well: Meeting Children's Health Needs. Lynn Collins Clarke, Ed., $5.00, ED 190 244, 138p.

This book provides 2 modules in the areas of first aid and childhood illness as well as a description of a health policy model.

Feeling Good: Helping Children Grow Emotionally And Socially. Mimi Harris, Ed., $6.00, ED 190 245, 166 p.

This book deals with areas of helping children grow emotionally and socially. Contents of the 6 modules focus on adult behavior and children's self-concept, feelings and sexuality, activities for social and emotional growth, understanding children's behavior and dealing with aggressive and withdrawn behavior.

Contemporary Developments: Child Care Staff Competencies: Child and Family Studies 4710 K. Lucy Biggs. 1980. $7.00, 183 p. Available from: University of Tennessee, Divison of Continuing Education, Center for Extended Learning, 447 Communications and Extension Bld., Knoxville, TN 37916.

A book to be used by students in an independent study course in conjunction with text books and other resources. The first chapter orients the student to the CDA program, particularly the assessment process and roles of the LAT members.

Subsequent chapters are organized around the 13 Functional Areas. Reading and writing assignments, instructor's commentary, definition of the Functional Area, sample organizers, and extensive charts relating to competency are included in the chapters. The last chapter, which serves as the evaluation for the course, instructs the student to document his or her competence on 13 note cards. A bibliography of references ends the book.

Portfolio Development Workbook. Gerry Rose Weller and Corliss Doxsey. CDA Internship Program, University of Cincinnati. 1980. $6.00, 100 p. Order from: University of Cincinnati, Division of Continuing Education, Attention: Jim Vondrell, Cincinnati, OH 45219.

A book designed to help trainers work with trainees on portfolio items for Functional Areas 1 - 7 (Safe, Healthy, Environment, Physical, Cognitive, Language, and Creative). Included for each functional area are Portfolio Starters, Developing a Portfolio Item, and Portfolio Worksheets.

"Portfolio Starters" are suggestions and questions to stimulate the trainees' thinking about portfolio items. In "Developing a Portfolio Item," more detailed questions and suggestions are presented for use when trainees require more structure and guidance. "Portfolio Worksheets" identify tasks for trainees to work on in small groups as a focus for discussion and sharing of ideas.

Also included in the book are definitions of the Functional Areas, sample indicators, basic requirements for the portfolio, advisor requirements, competency standards, and some samples of portfolio items.

Instructional Modules for the CDA Competencies: Books 1-5. Faye E. Moore, Ed. 1979. $15.00 plus postage for the set of 5 books. 178 pages of text, plus forms. Order from: 4C Resource Center, 219 Pasadena Place, Orlando FL 32803.

A set of 5 books containing 29 modules, each of which stresses one aspect of skill development and relates to one of the 6 CDA Competencies. The modules are designed to be used in independent study, with content coming primarily from the resources listed in each module. Outlined in each module are a statement of purpose, objectives, learning activities, and resources. Modules are accompanied by 2 forms, one for the trainee and one for the trainer, which are used to rate the trainee on clarity of communication and expression, completion of learning activities and achievement of objective. Forms, particularly observation forms and checklists, are provided for some of the learning activities.

The Creative Curriculum Series for Early Childhood. 1979. 6 curriculum manuals, 4 trainer's guides, and 1 annotated bibliography. Order from: Creative Associates, 4419 39th St., NW, Washington, DC 20016.

Curriculum manuals: Each describes how to arrange a particular area of the classroom and use the materials in it to foster children's development. CDA competencies involved in working in each area are outlined.

Art. 110 p., $6.95.
Blocks. 111 p., $6.95.
House Corner. 60 p., $5.95.
Table Toys. 99 p., $5.95.

Trainer's guides: The guides offers suggestions on presenting each section of the curriculum manual in a workshop setting.

Trainer's Guide to Art. 57 p., $3.95.
Trainer's Guide to Blocks. 33 p., $3.95.
Trainer's Guide to House Corner. 30 p., $3.95.
Trainer's Guide to Table Toys. 34 p., $3.95.

Curriculum manuals for Hispanic teachers: These Spanish manuals cover the same subject areas as their English counterparts but are oriented to the learning styles and special interests of Spanish speaking children.

Arts: Un Programa Creativo Para Ninos Pre-Escolares. 71 p., $5.95.
Bloques: Un Programa Creativo Para Ninos Pre-Escolares. 37 p., $4.95.

Note: Room Arrangement as a Teaching Strategy is an audiovisual training package (23 min. filmstrip, cassette taped narration, 40 p. illustrated booklet) which shows how the arrangement of furniture and materials in the preschool classroom affects children's behavior and learning. The filmstrip relates directly to the Creative Curriculum, providing a practical structure for implementing the curriculum in each area of the classroom. Order from: Teaching Strategies, 3134 19th St. NW, Washington, DC 20010. $30.00 + $3.00 postage and handling. Audio cassette available in Spanish for $7.00. Orders must be prepaid.

University of Idaho CDA Modules. Written by Marjorie Green and Barbara Murphey: Revised by Idaho STATO, Bruce Wixson, Education Training Officer. 1979. $8.94, 193 p. Order from: Bruce R. Wixson, Idaho STATO, Box 6756, Boise ID 83700.

A book containing 13 modules organized around the 13 functional areas and designed to be used with supplemental resources in a self paced program. A key feature of each module is a list titled "What you will be able to do." For each trainee behavior on this list, there is a corresponding page with questions and activities on "Checking yourself out" and "Possible criteria for checking yourself out."

(University of Idaho CDA Modules, continued)

The modules list Pre/Post-Assessment Activities which instruct the trainee to select, in order of priority, behaviors in the "What you will be able to do" list and to complete the corresponding activities. Each module also contains a brief introduction, required readings, and a list of other useful resources.

Skills for Preschool Teachers. Janice J. Beaty. 1979. $8.95, 225 p. Order from: Charles E. Merrill Publishing, 1300 Alum Creek Dr., Columbus, OH 43216.

An illustrated text designed for use by students preparing to be teachers in early childhood education which can also be used in CDA training programs. The material is presented in eight modules, covering such topics as setting up the classroom, the role of play, preschool science, and large and small motor coordination. Each module consists of objectives, texts, learning activities, and question sheets. Some modules also contain sample checklists, schedules, and a suggested list of books for preschool children. The appendices include suggestions for assembly of the CDA portfolio and a description of the steps in CDA assessment.

Note: Eight supplemental sound-filmstrips are available from Charles Merrill Publishing for $195. Titles of the film strips are: Setting Up the Classroom, Managing the Daily Program, Self Image and Self Control, The Role of Play, Speaking and Listening Skills, Preschool Book Experience, Preschool Science Experience, and Large and Small Motor Coordination.

Competencies: A Self Study Guide for Teaching Competencies in Early Childhood Education. Mary Kasindorf. 1979. 130 p., $10.95 plus $2.25 postage and handling. Order from: Humanics Press, P. O. Box 7447, Atlanta, GA 30309.

A book organized according to the competency and functional areas that includes short discussions of each area; checklists of teacher behaviors, child behaviors and activities which would indicate competency; lists of suggested readings; and learning activities for the trainee.

Child Development Associate Training Manual. Arkansas CDA Program. Revised 1979. $4.00, 40 p. Order from: Eva Graves, Project Director, Arkansas CDA Program, Arkansas State University-Beebe, Box H, Beebe, AR 72012.

A guide for trainees that presents an outline of the 6 CDA competency areas and the 13 functional areas. Definitions, examples of competencies, and Head Start Performance Standards are presented for each of the functional areas. Sections on the assessment process and portfolio preparation are also included.

Bilingual/Bicultural Child Development Associate Pilot Project. Our Lady of the Lake University, San Antonio. 1978. These modules will be available in paper copy from: Intercultural Development Research Association, Atten.: Yolanda Molina, 5835 Callaghan Rd., San Antonio, TX 78228. (512) 684-8190. Price to be determined at a later date. Available in microfiche only through the ERIC system. Skills Checklists for the modules (42 p.) are available from: Dept. of Education, Our Lady of the Lake University, 411 SW 24th St., San Antonio, TX 78285. $3.60.

Sixteen modules containing a large proportion of explanatory text and discussion of the module topic. Assignments and learning activities are integrated with the text, although boxed off for readability. One or more short pre- and post-assessments, a list of references and a glossary are included in each module.

Learning to Observe Young Children in a Bilingual-Multicultural Environment. Module I. Joyce H. Coleman, ED 171 369, 70 p.

Getting to Know and Like Myself Better. Student's Guide. Module II. Yolanda R. Molina, ED 171 370, 90 p.

Planning Effectively for Young Children in a Bilingual-Multicultural Environment . Module III. Joyce H. Coleman, ED 171 371, 93 p.

Creating a Bilingual-Bicultural Learning Environment for Young Children. Module IV. Emma Munquia, ED 1[illegible] 372, 137 p.

Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment. Module V. Joyce H. Coleman, ED 171 373, 48 p.

Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. Module VI. Joyce H. Coleman, ED 171 374, 38 p.

Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment. Module VII. Joyce H. Coleman, ED 171 375, 49 p.

Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Module VIII. Joyce H. Coleman, ED 170 035, 71 p.

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Module IX. Joyce H. Coleman, ED 170 036, 38 p.

Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Module X. Joyce H. Coleman, ED 170 037, 51 p.

Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Module XI. Joyce H. Coleman, ED 170 038, 56 p.

(Bilingual/Bicultural Child Development Associate Pilot Project, continued)

Juegos-Cuentos-Cantos-Y-Rimas. Guia XII. (Games-Stories-Songs-And Rhymes. Guide XII.) Margarita de Celis, ED 170 039, 75 p.

Artesanias Mexico-Americanas. Guia XIII. (Arts and Crafts of Mexico and the Americas. Guide XIII.) Margarita de Celis, ED 170 040, 50 p.

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Module XIV. Teresa R. Smith, ED 170 041, 53 p.

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Module XV. Joyce H. Coleman, ED 170 042, 106 p.

Helping Young Children Develop a Positive Self-Concept. Module XVI. Joyce H. Coleman and Others, ED 170 043, 44 p.

Bilingual Bicultural Child Development Associate Training Program: A Competency Based Training Program for Preschool Child Care Givers. Texas A & I University. 1978. Available through the ERIC system; ED numbers are listed with the titles below.

A curriculum designed to train care givers who work with Spanish language-dominant migrant children. There are 18 modules organized around the CDA competencies. Each modules includes performance objectives, pre- and post-assessment instruments, three alternative cycles of learning activities, a narrative of information about the functional area, and the script for a filmstrip to be used with the module. (Filmstrip is not included.)

Introduction. ED 167 283, 35 p.

Book A: Setting Up and Maintaining a Safe and Healthy Learning Environment. ED 167 284, 129 p.

Book B: Advancing Physical and Intellectual Competence in Young Children. ED 167 285, 252 p.

Book C: Building Positive Self-Concept and Individual Strength in Young Children. ED 167 286, 53 p.

Book D: Promoting Positive Functioning of Children and Adults in a Group Environment. ED 167 287, 58 p.

Book E: Coordinating Home and Center Child Rearing Practices and Expectations. ED 167 288, 31 p.

Book F: Carrying Out Supplementary Responsibilities Related to the Children's Program. ED 167 289, 25 p.

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Texas Dept. of Community Affairs. 1978. Available through the ERIC system; ED numbers are listed with the titles below.

A three-part curriculm containing (1) a description of the devlopment and evaluation of the model training curriculum; (2) information on administrative concerns in replicating the model, plus 4 learning modules on child development, languages, culture and leadership; and (3) a guide to supervisory fieldwork and the diary of a field supervisor.

Part I: Development. ED 167 271, 112 p.

Part II: Academics. ED 167 272, 376 p.

Part III: Field Supervisor Handbook. ED 167 273, 154 p.

Arizona HSST/CDA Competency Based Training Modules. Arizona/Nevada Child Development Associates Traning Program, Pinal County Community College District, Coolidge, Arizona. 1978. 37 modules. Available from: Arizona/Nevada HSST/CDA, Gila River Career Center, P.O. Box 339, Sacaton, AZ 85247. $0.33 per module. (29 of the 37 modules are also available through the ERIC system; ED numbers are included in the citations of these modules.)

Module booklets designed for use in a structured relationship between a CDA advisor and a single trainee, rather than for use in independent study. Each module includes a form which lists objectives, related suggested activities, and an assessment check with space for dating and initialing by the trainer. A study guide briefly outlines content area, and several resources for further study are included in each module.

The Preschool Child's Total Learning Environment: Module #1. Susan Pintchovski and Stefanie Workman, ED 180 616, 33 p.

Health and Safety: Module #2. Ann Migliaro, ED 180 617, 28 p.

Planned Arrangements and Schedules: Module #3. Ann Migliaro, ED 180 618, 25 p.

Cooperative Planning: Module #4. Barbara Emmons, ED 180 621, 14 p.

Guidance Principles for Encouraging Self-Discipline: Module #5. Barbara Emmons, ED 180 622, 31 p.

Large and Small Group Activities: Module #6. Ann Migliaro, ED 180 619, 15 p.

Collecting, Organizing, and Using Teaching Aids: Module #7. Barbara Emmons, ED 180 620, 16 p.

(Arizona HSST/CDA Competency Based Training Modules, continued)

Techniques for Observing Children: Module #8. Patricia Graves, ED 180 623, 32 p.

A Child Tracking System: Module #9.

Establishing Relationships with Parents to Facilitate Communication: Module #10. Cheryl Foster, ED 180 624, 24 p.

Understanding Parents' Values for Their Children, and Recognizing the Family as a Prime Educator: Module #11. Cheryl Foster, ED 180 625, 16 p.

The Early Childhood Program and the Community: Module #12. Cheryl Foster, ED 180 626, 13 p.

Fostering Communication and Language Skills in the Early Childhood Setting: Module #13. Patricia Graves, ED 180 627, 34 p.

Beginning Mathematical Concepts: Module #14.

Nutrition in the Early Childhood Setting: Module #15. Ann Terrell, ED 180 628, 57 p.

Sciencing and Discovery: Module #16. Stefanie Workman and Susan Pintchovski, ED 180 629, 67 p.

Enhancing Questioning and Problem-Solving Abilities: Module #17. Ann Migliaro, ED 180 630, 21 p.

Blocks in the Early Childhood Program: Module #18. Cheryl Foster, ED 180 631, 24 p.

Field Trips: Module #19.

Enhancing a Positive Self-Concept: Module #20. Barbara Emmons, ED 180 632, 24 p.

Providing for Individual Differences: Module #21. Margaret Roberts, ED 180 634, 46 p.

Encouraging the Open Expression of Feelings: Module #22. Cheryl Foster, ED 180 633, 29 p.

Music and Creative Movement: Module #23. Carolyn Brownrigg, ED 180 635, 24 p.

Dramatic Play: Module #24.

Creative Media: Module #25. Patricia Graves and Ann Migliaro, ED 180 636, 21 p.

(Arizona HSST/CDA Competency Based Training Modules, continued)

Large Muscle Development: Module #26. Cheryl Foster, ED 180 637, 56 p.

Small Muscle Development: Module #27.

Incorporating Important Elements of the Children's Culture: Module #28.

Planning and Implementing an Effective Bi-lingual Program: Module #29.

Woodworking: Module #30. Nina Brannen, ED 180 638, 15 p.

Sewing: Module #31. Ann Migliaro, ED 180 639, 15 p.

Clay: Module #32. Cheryl Foster, ED 180 640, 15 p.

Messy Module: Module #33.

Participating in Program Evaluation: Module #34. Ann Eddowes, ED 180 641, 15 p.

Management Functions for the Early Childhood Classroom Teacher: Module #35. Ann Eddowes, ED 180 642, 15 p.

Understanding How Children Learn: Module #36. Patricia Graves, ED 180 643, 41 p.

Literature for Preschool Children: Module #37. Carolyn Brownrigg, ED 180 644, 24 p.

CDA (Child Development Associate) Instructional Materials. Mima Spencer and Caroline E. Carroll, Eds., Texas Dept. of Community Affairs. 1977. Books 1-7 are $2.00 each; Book 8 is $4.00. Set of 6 books, Books 1-6, $12.00. Order from: Distribution Center, Texas Dept. of Community Affairs, Child and Youth Services Division, P. O. Box 13166, Capitol Station, Austin, TX 78711.

Set of 6 books organized by CDA competency, a book of tests, and a guide for the trainer. Each of the 6 books is divided into three to six modules. The modules contain a statement of purpose, several objectives, a module preview, learning experiences, resources and a trainee guide.

The module preview gives examples of activities the trainee should be able to do after completing the module and is intended to help the trainee and trainer choose learning experiences. The learning experiences are presented as instructions or assignments for the trainee and include brief but clear discussions of why each experience is important and how the trainee and children feel and behave in the situation discussed in the learning experience.

Book 7 contains a series of tests that correspond to the modules and are designed as posttests. Multiple choice, essay, and demonstration type questions are included.

Book 8 is designed to familiarize the trainer with the background and goals of the CDA program. Suggestions for working with trainees, evaluation guides for the modules in Books 1-6, scoring guidelines for the module tests, and sample record keeping forms are included. Book 8 also contains a "Self Assessment Check List for Training Counselors."

Book 1: Competency A: Setting Up and Maintaining a Safe and Healthy Environment. 75 p.

Book 2: Advancing Physical and Intellectual Competence in Young Children. 99 p.

Book 3: Competency C: Building Positive Self-Concept and Individual Strength in Young Children. 63 p.

Book 4: Promoting Positive Functioning of Children and Adults in a Group Environment. 51 p.

Book 5: Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations. 47 p.

Book 6: Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Programs. 43 p.

Book 7: Assessing Competency: Tests for CDA Instructional Materials (Experimental Edition). 74 p.

Book 8: Training Counselor's Guide for CDA Instructional Materials with Answer Supplement. 112 p.

Shaw University CDA Training Guide. P. Hicks, C. Massengil, and F. Williams. 1977. Price to be determined. 214 p. Contact: Bernice Loveless, CDA Program, Shaw University, Raleigh, NC 27611. (919) 755-2904.

Includes 6 modules, one for each Competency Area, and approximately 40 pages of information on the philosophy, approach, management, planning and implementation, and curriculum development of the CDA project at Shaw University.

The modules are divided into three levels which represent the degree of competence of the trainee as determined by an initial appraisal. Within the modules, the competency areas are subdivided into the Functional Areas for which there are content readings, learning activities, and, in most instances, selected bibliographies. Questions for initial assessment and post assessment are provided for each competency area. Numerous background articles are also included in the Guide.

Child Development Associate Training Program. J. Moore and V. Powell, Mary Holmes College. 1977, $12.00, 41 p. Available from: Early Childhood Education, CDA/CDE, Mary Holmes College, West Point, MS 39773.

Booklet containing 6 modules, one for each of the Competency Areas. Each module follows the same format of listing objectives, suggested activities, and the course titles and number to which the module relates. The content of each module focuses primarily on providing the trainee with instructions for completing the assigned field work or learning activities. Included at the end of each module is a bibliogrpahy of supplemental and required reading.

Curriculum Guide for Instructors of the Child Development Associate: Introduction and Pre-Assessment. Karen Colleran. 1977, $6.00, 102 p. Order from: Ruth Benoliel, Washington STATO, 411 Hall Health CTR, GS-15, University of Washington, Seattle WA 98195.

A curriculum guide for a 20 week course introducing the CDA concept to students. For each weekly session, the guide contains a list of instructor objectives, a list of materials needed for the session, and a master copy of all handouts to be distributed to students. Each week, part of the Washington Pre-Assessment Form is handed out to help students document their competence in the functional area assigned for that week. The instructor objectives focus on review of the functional areas and discussion of each student's documentation of his or her competence in the assigned functional area.

From Where I Sit. Dianne H. Warner. 1977, $4.00, 60 p. Contact: Kitty White, HSST/CDA Program, Eastern Connecticut State College, 83 Windham St., Willimantic, CT 06226.

A collection of 11 articles on topics of interest to CDA trainees. Some topics included are "On Quality Child Care," "On Intake," "On Separation Anxiety," and "On Professionalism."

Oregon CDA Training Program. Oregon State Technical Assistance and Training Office. 1976. Order from: Continuing Education Publications, 1633 SW Park Ave., P. O. Box 1491, Portland, OR 97207. (503) 229-4843. No shipping or handling charges on prepaid orders.

Orientation and Procedures Workbook. 300 p. $8.75. A handbook for the trainee containing an overview of the philosophy, goals, and organization of the Oregon CDA training program. It includes details, directions, and forms for the Oregon observation system and module program.

Observation/Assessment Packet. $11.25. Collection of consumable forms (observation forms, response sheets, tally forms, routing forms, etc.) required by the modules. The forms are keyed to the learning alternatives in each of the 13 module areas.

Book of Attachments. 1498 p. $39.75. An extensive compilation of reprints of articles as well as developed materials relating to the CDA competency areas, Functional Areas, and Personal Capacities. These materials are designed to be used with specified learning alternatives in the modules.

Modules. $7.50 for set of 13. $1.50 for individual modules. Thirteen booklets, including one for 12 of the 13 Functional Areas (Individual Strength is not included) and one on curriculum design. The modules are divided into brief sections which are each keyed to one of the following components: knowledge, skill, or outcome. (Outcome refers to the activities of the children in response to the performance of the trainee.) Each section includes preassessment and post-assessment activities and learning alternatives designed to provide for individual differences and various levels of competence. The sections refer to readings in the Book of Attachments and to other resources.

Safety. 24 p.
Healthy. 25 p.
Environment. 24 p.
Physical. 11 p.
Language. 15 p.
Cognitive. 18 p.
Creative. 13 p.
Self-Concept. 13 p.
Social/Cultural. 7 p.
Group Management. 13 p.
Home/Center. 17 p.
Staff. 12 p.
Curriculum and Instructional Design. 35 p.

Child Development Associate. Oscar Rose Junior College, Midwest City, OK; Oklahoma C.D.A. Advisory Council; and Eastern Oklahoma State College, Wilburton, OK. 1976. Available through the ERIC system; ED numbers are listed with the titles below.

Series of 18 modules for trainees. Each module contains separate chapters for rationale and list of objectives; definition of terms related to the module; and self evaluation. The chapter on self evaluation is the same for all 18 modules.

A substantial part of each module is chapters on various aspects of the module topic. Along with a brief rationale, chapters contain outlines of content information and suggestions for teaching techniques or strategies.

Following the chapters, another substantial part of each module is lists of learning activities, including questions, field assignments or projects, and instructions for developing activity cards, checklists, or forms.

The last chapter in each module is a list of supplementary materials.

Program Planning. ED 186 133, 111 p.
Play is Everything. ED 186 134, 74 p.
Social Science: Children in the Cosmos. ED 186 135, 68 p.
Safety for Young Children. ED 186 136, 72 p.
Bicentennial Language. ED 186 137, 169 p.
Musiocology. ED 186 138, 63 p.
New Dimensions in Art. ED 186 139, 82 p.
Nutrition for Young Children. ED 186 140, 118 p.
Parent/Teacher Community Relations. ED 186 141, 93 p.
Conceptual Science: From Atoms to Galaxies. ED 186 142, 82 p.
Health for Young Children. ED 186 143, 87 p.
Mathematics: Beyond Fingers and Toes. ED 186 144, 72 p.
Learning Centers. ED 186 145, 52 p.
Administration for Early Childhood Programs. ED 186 146, 91 p.
Behavior and Guidance. ED 186 147, 127 p.
Body Skills Development. ED 186 148, 65 p.
Child Growth and Development. ED 186 149, 157 p.
Children with Special Needs. ED 186 150, 74 p.

CDA Modules. Kathryn Nelson, Virginia Klaus, and Dorothea Pflug. 1976. Packet of 16 modules and training guide are available for $6.65; individual modules may be purchased for $.40 each. Order from: Kathryn Nelson, Chairperson, Child Development Associate Pilot Project, St. Louis Community College at Forest Park, 5600 Oakland Ave., St. Louis MO 63110.

Set of 16 module booklets for independent study and a guide for trainers. The modules are divided into sections that include approximately equal parts of: short discussions of the section topic, detailed assessment procedures, indicators of competent adult behavior, learning activities, and learning resources. Much of the modules' content is in outline form and most of the modules include a short list of children's responses to competent behavior. The learning activities generally require the trainee to interpret, analyze, and evaluate what was learned.

A Guide to the Modules. 27 p.

Competency A
- Module 1: Physical Health and Safety. 24 p.
- Module 2: Creative Use of Indoor and Outdoor Space. 21 p.
- Module 3: Scheduling and Rhythm in the Environment. 13 p.

Competency B
- Module 1: Play. 15 p.
- Module 2: The Teaching/Learning Process - Stimulating Cognitive Development. 18 p.
- Module 3: The Development of Creative Self-Expression. 12 p.
- Module 4: Language Development. 11 p.
- Module 5: Physical Activities for Young Children. 12 p.

Competency C
- Module 1: Building the Positive Self-concept of the Young Child. 15 p.
- Module 2: Observing, Recording, and Planning to Meet Individual Differences. 11 p.

Competency D
- Module 1: Social Development of the Young Child. 21 p.
- Module 2: Teacher-Child Relationships/Classroom Management. 15 p.
- Module 3: Adult Relationships in the Child Care Facility. 14 p.

Competency E
- Module 1: Parent/Center Communication. 12 p.
- Module 2: Cultural, Ethnic and Racial Variety in the Child Care Facility. 13 p.

Competency F
- Module 1: Management. 14 p.

CDA Training Packet. Child Development Training Program, Iowa State University. 1976. Order from: Child Development Training Program, Dept. of Child Development, Iowa State University, Ames, IA 50011.

A group of self contained training packets. The trainee proceeds through the trainee reader which presents material in short, conversational segments. The reader refers the trainee to specific exercises in the trainee workbook among which are: short answer questions, charts, open ended discussion questions, and learning activities.

People, Places and Things in the Children's Environment. Susan Van Auken, $3.45. Trainee's Reader, 40 p. and Trainee's Workbook, 14 p.

Intellectual Growth. Susan Van Auken, $3.45. Trainee's Reader, 77 p. and Trainee's Workbook, 53 p.

Physical and Motor Development. Susan Van Auken, $1.80. Trainee's Reader, 28 p.; Trainee's Workbook, 22 p.; General Readings, 39 p.; and General Outline.

Facilitating Language Comprehension and Usage. Carol Culler and Susan Van Auken, $4.70. Trainee's Reader, 29 p. and Trainee's Workbook, 72 p.

Communicating with Parents. Carol Culler, $3.20. Trainee's Reader, 41 p.; Trainee's Workbook, 10 p.; and Education Coordinator's Handbook, 4 p.

Supplementary Responsibilities of the Preschool Teacher. Susan Van Auken, $4.50. Trainee's Reader, 35 p. and Trainee's Workbook, 24 p.

Room Arrangement Training Packet. Susan Van Auken, $2.25. Packet of 6 short pamphlets and two booklets on such topics as "Creating Functional Play Areas" and "Creating a Workable Traffic Pattern." The booklets are a workbook for the trainee and a handbook for the educational supervisor.

Getting a Head Start on Speech and Language Problems: A Guide for Preschool Teachers. $2.00.

Compiling a Portfolio: A Learning Experience; A Self-Evaluating Process. Angela S. King. 1976. $8.50, 66 p. Order from: Angela S. King, 27 Manila Avenue, Woodbridge, CT 06525.

Designed to help candidates compile a portfolio. The text includes general information on portfolio building, lists of general and specific ideas for the 13 functional areas. Five sample entries in different functional areas are appended.

Affective Training for the Child Development Associate Candidate: A Manual for CDA Trainers. Steven Dranoff. 1976, $10.00, 24 p. Order from: Steven Dranoff, 575 Grove St., Town House G-3, Clifton, NJ 07013.

A manual designed to provide the CDA trainer a framework to help CDA candidates explore their feelings and indirectly encourage their staff and children to do the same. Developed for the "Understanding Yourself" component of the New Jersey CDA training model, the manual lists 14 activities and includes brief purpose, setting, material, procedure, and comment for each activiity. Some activities list a suggestion for the trainer if the trainee has difficulty with the activity. A short questionnaire for the trainee to complete after training is appended.

Child Development Associate Training Program. Hawaii State Head Start Training Office, University of Hawaii at Manoa. 1975. $1.50/module. Order from: University of Hawaii at Manoa, Castel Memorial Hall, Room 130, 1776 University Ave., Honolulu, HI 96822. These modules will be collected as a book and available from Prentice Hall in the near future.

A series of 28 trainee workbooks and 2 trainer's guides. The 28 modules include the followng sections: "Modules Objectives," "The Measuring Stick," "Do You Need This Module?," and "Let's Focus On" (discussion of the module topic). The Measuring Stick contains performance objectives and evidence and a checklist for the trainer and trainee to sign, indicating module completion. Trainees who already feel competent in a particular module can demonstrate the evidence listed in the Measuring Stick section to "check out" that module.

Following the above sections are activities, forms, and questions for each objective. References "For Additional Information" are listed at the end of each module.

Trainer's Manual, Part I: The Child Development Associate Program. D. Flores. 75 p. Provides a general overview of the national CDA program and mainly consists of excerpt and adaptations from various CDA publications.

Trainer's Manual, Part II: The STO/CDA Training Model. D. Flores. 75 p. A description of the Hawaii STO/CDA Training model, focusing on the training approach, program options, and developmental states of CDA training.

Introduction to the Child Development Associate Program. J. Friedson. 40 p.

Child Learning and Development Cluster:

Child Growth and Development. H. Herman. 40 p.
How Do Children Learn? H. Herman. 44 p.
How Children Think. H. Herman. 67 p.

Learning Environment Cluster:

Classroom Arrangement. Hawaii State Training Office staff. 27 p.
Outdoor Environment. H. L. Bennett and E. McCarthy. 66 p.
Classroom Materials. Hawaii State Training Office staff. 43 p.

Physcial and Intellectual Development Cluster:

Mathematics. M. Greenberg. 89 p.
Children's Literature. S. Nunes and J. Friedson. 97 p.
Rhythmic Movement to Music. M. Greenberg. 57 p.
Art. H. L. Bennett. 50 p.
Music. M. Greenberg. 109 p.
Music Resource Guide. M. Greenberg. 134 p.
Creative Movement. M. Magarick. 56 p.

Self-Concept and Individual Strength Cluster:

A Child's Self-Concept. S. Feeney. 49 p.
Social Studies. S. Feeney. 69 p.

Management Cluster:

Organizing and Managing the Preschool Class. M. Greenburg. 99 p.
Volunteers in the Classroom. M. Matsuda. 85 p.

(Child Development Associate Training Program. Hawaii, continued)

Understanding Hawaii's Culture: Introductory Materials on Hawaii's Ethnic Groups for Parents and Teachers of Preschool Children:

Chinese. M. Young. 43 p.
Filipino. J. Friedson and S. Kaiser. 38 p.
Hawaiian. L. Manuel. 57 p.
Japanese. C. S. Towata. 81 p.
Korean. J. Duncan and G. Dubuque. 61 p.

Supplemental Responsibilities Cluster:

Assessment. H. Herman. 83 p.

Children with Special Needs Cluster:

Structuring for Behavioral Success. B. Rutter, S. Nunes, E. Chun, and M. Kagan. 47 p.
Task Analysis. E. Chun. 64 p.

(Children with Special Needs Cluster:)

How to Work with Parents of Handicapped Children. E. Chun and C. Nuruck. 64 p.

Language Module Cluster:

Language. C. Williams and B. Williams.

Early Childhood/CDA Learning Modules. Janice J. Beaty and A. Minyard, Elmira College, Elmira, NY. 1974. Available through the ERIC system, ED 167 253, 150 p.

Document containing 21 self directed and field based modules. Each module establishes general and specific objectives for the trainee, identifies related resource material (film, books, and multimedia packages), suggests learning activities, provides guides for trainee assessment, and offers question sheets based on the suggested resource materials.

A "Checklist of Clasroom Competencies" is used by the field trainer and student to determine the initial training plan. Items on the Checklist are cross referenced to specific modules and each module is cross referenced to one or more items on the Checklist to facilitate planning a course of study.

HSST/CDA Trainee Handbook. N. L. Quisenberry, M. Noe, G. Bowie, and B. J. Milan, Southern Illinois University, Carbondale. 1974. Available through the ERIC system, ED 110 193, 169 p.

Handbook developed to provide an understanding of the CDA program by outlining competencies, competency expectations, and assessment procedures. Section 1 of the handbook is a copy of the "Entering Assessment Form," a chart-like representation of the competency statements which the trainee uses to indicate the need for training, experience or both.

Section 2 briefly describes the following items for competency statements within each of the 6 competency areas: What the CDA Should Know, What the CDA Should Be Able To Do, What the LAT May Look for in the Classroom, Examples of Specific Materials and Equipment that Should be Found in each Area of the Classroom, Helpful Resources, and Assessment Procedures. Section 3 provides copies of the assessment forms used.

Child Development Associate Curriculum Community College of Denver. 1973. Order from: Community College of Denver - North Campus Bookstore, 3645 W. 112th Ave., Westminster, CO 80030.

Seven trainee workbooks, with extensive use of forms for the trainee and trainer. Each module begins with a list of trainee behaviors that demonstrate a CDA competency, an introduction to the topic, rationale and objectives. A pretest and test evaluation form for the trainer are included.

The bulk of each module is made up of material related to activities, such as assignments and questions, short discussions of activities, and forms or chart. The activities generally focus on specific skill development.

The number of activities in each module ranges from 27-112 and each is followed by an activity evaluation form, which is the same throughout the modules. Some sections in the modules are followed by lists of bibliographic and audiovisual references.

Competency A: Set Up and Maintain a Safe and Healthy Learning Environment:
Part I. Sherrie Kantor, 276 p., $9.00.
Part II. Margaret Sanders, 523 p., $9.00.

Competency B: Advance Physical and Intellectual Competence. Barbara Beer, 342 p., $9.00.

Competency C: Build Positive Self Concept and Individual Strength. Claire Elaine Brown, 294 p., $9.00.

Competency D: Organize and Sustain the Positive Functioning of Children and Adults in a Learning Environment. Judy Addington, 269 p., $9.00.

Competency E: Bring About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations. Judy Addington, 269 p., $9.00.

Competency F: Carry Out Supplementary Responsibilities Related to the Children's Programs. Barbara Beer and Virginia Tindall, 300 p., $9.00.

The Flexible Learning System: Competency-Based Learning Units for Adults in Early Childhood Education. Far West Laboratory for Educational Research and Development, San Francisco, CA. 1973-75.

Seventeen books designed for the early childhood teacher or student. The books vary but most contain objectives, activities, forms, references for further reading, and a significant amount of discussion of the topic.

The following titles are available from: Order Dept., Far West Lab. for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Prices are listed below. These titles are also available through the ERIC system; ED numbers are listed in each citation.

Introduction to Early Childhood Education: Analyzing Models to Develop a Personal Program. Judith Johns Hubner and Marlene Cresci, $4.95, ED 129 451, 106 p.

Arranging the Classroom for Children. Keith R. Alward, $7.95, ED 129 452, 227 p.

Managing the Preschool Classroom (Preschool - Third Grade). Judy Brown, $4.95, ED 129 453, 85 p.

Problem Solving with Children. Joanne Yinger and Ruth Eckland, $4.95, ED 129 454, 103 p.

Selecting Children's Books with Black Perspective (Preschool - Third Grade. Francione N. Lewis, $7.95, ED 129 457, 222 p.

Analyzing Children's Books from a Chicano Perspective. Oscar Uribe, Jr. and Joseph S. Martinez, $4.95, ED 129 458, 105 p.

Enriching Literature Experiences of Children. JoEllyn Taylor, $6.95 ED 129 459, 174 p.

Teaching Children to Integrate Language Experiences (Preschool - Third Grade). Margot S. Biestman, $7.95, ED 129 460, 190 p.

Understanding Children's Play Through Observation. Judy Brown, $4.95, ED 129 641, 74 p.

Using Toys and Games with Children. Glen Nimnicht and Others, $7.95. ED 129 462, 245 p.

Exploring Children's Thinking. Part 1: The Development of Classification (Preschool - Third Grade). Keith R. Alward, $6.95, ED 129 464, 177 p.

Exploring Children's Thinking. Part 2: The Development of Order Relations; Seriation (Preschool - Third Grade). Keith R. Alward, $4.95, ED 129 465, 178 p.

Exploring Children's Thinking. Part 3: The Development of Quantitative Relatins; Conservation (Preschool - Third Grade). Keith R. Alward and Geoffrey B. Saxe, $4.95, ED 129 466, 86 p.

(The Flexible Learning System, continued)

Working with Children's Concepts (Preschool - Third Grade). Keith R. Alward, $4.95, ED 129 467, 133 p.

The following titles in the Flexible Learning System are available only through the ERIC system. They may be ordered in paper or microfiche copy. See the last page of this bibliography for information on how to order.

Helping Children Develop Healthy Self-Concepts (Preschool - Third Grade). Natividad DeAnda, ED 129 455, 204 p.

Communicating and Working with Parents. Angela B. Garcia and Others, ED 129 456, 178 p.

Developing Children's Sense Perception (Preschool - Third Grade). Bethanie L. Gilbert and William F. Finzer, ED 129 463, 103 p.

Child Development Training Program. Bemidji State University, Minnesota. Order from: Child Development Training Program, P.O. Box 132, Bemidji State University, Bemidji, MN 56601. Checks should accompany orders and should be payable to Bemidji State University.

Twenty nine booklets for the trainees organized into 8 components. The booklets vary but most include objectives, pre- and post-assessment sections, activities, and a substantial amount of discussion or background readings. Many of the booklets are to be used with textbooks, cassette tapes, films, or other supplementary material listed at the front of each booklet. Some of the cassette tapes and filmstrips may be purchased from Bemidji State.

Activities include readings in textbooks, listening to cassette tapes, or viewing films. Field based assignments, short answer exercises, and discussion questions are also included.

A brochure briefly describing the content of each booklet and other instructional materials is available from Bemidji State University.

Social Service Component

Information Gathering Skills, 29 p., $5.00.
The Family System. 28 p., $5.00.
Mobilization of Human Resources. 18 p., $5.00.
Parent Involvement. 19 p., $5.00.
Intervention Skills. 48 p., $5.00.

Psychological Foundations Component

Child Development: Theory and Principles. 122 p., $5.00.
Learning Principles and Learning Diabilities. 34 p. + appendices, $5.00.
Measurement and Evaluation. 25 p., $5.00.

Sciences in Early Education Component

What is a Family? Developing an Awareness of Family Differences. 25 p., $2.50.
Getting Parents Involved: Involving Parents with Their Children's Education. 33 p., $2.50.

Children with Special Needs Component

Programming for Learning. 25 p., $5.00.
Management of Behavior. 31 p., $5.00.
Functional Index of Referral and Rehabilitation Resources. 70 p., $5.00. Local resources.

Human Interaction Component

Intrapersonal Relations. 67 p., $5.00.
Intergroup Relations. 50 p., $5.00.
Indian Culture. 75 p., $5.00.

Self Concept Component: The booklets in this component are also available through the ERIC system. ED numbers are listed with the titles below.

An Introduction to Self Concept. ED 162 723, 63 p., $5.00.
Psychology: Development of the Young Child. ED 162 724, 35 p., $5.00.

(Child Development Training Program, continued)

The Family. ED 162 725, 71 p., $5.00.
Self Concept Development and the Teacher-Child Relationship. ED 162 726, 56 p., $5.00.

Health, Nutrition and Safety Component
Guide to School Health Programs. 42 p., 5.00.
Safety in the Pre-school. 112 p., $5.00.
Nutriton in Action in the Pre-school. 149 p., $5.00.
First Aid. 36 p., $5.00.

Early Childhood Curriculum Component
Art in the Preschool. 36 p., $5.00.
Music for Young Children. 80 p., $5.00.
Motor Activities for Preschool Children. 78 p., $5.00.
Creative Dramatics for Young Children. 55 p. + appendices, $5.00.
Children's Literature. 66 p., $5.00.

AUDIOVISUALS ON THE CDA PROGRAM

CDA: An Early Childhood Resource. 16 mm color film, 14 and ½ minutes, 1978. Purchase price $175. Rental $30, $10 for each additional day, $50 for one week, shipping by UPS $4.00. Available from: Campus Film Distributors Corp., 14 Madison Ave., Valhalla, NY 10595, (914) 946-4343.

CDA Portfolio. 60 slides, cassette tape, program script, 1978. Prepared by Jancie J. Beaty. Purchase price $55. Available from: 3 to 5, P.O. Box 3213, Elmira, NY 14905.

Explains step-by-step everything the CDA candidate needs to know about the portfolio. Assists the CDA candidates in preparing their portofolios and considers the variety of acceptable formats available to the candidate. A hypothetical teacher aide explains the format she chose, provides examples of competency in each area, and shows how each example is illustrated in her final portfolio.

The Child Development Associate Program. 104 color 35 mm slides, 20 minute audiocassette, script. Prepared by Trudy Hamby. Purchase price $57. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

A complete overview of the CDA program including a description of the CDA competencies, CDA Training, the CDA Training Criteria, and the CDA Credential Award System. In addition to the essential characteristics of the major program components, it also shows how they are related.

Gladly Learn and Gladly Teach. Ten minute slides/tape presentation, 1974. Purchase price $28. Available from: Distribution Center, Texas Dept. of Community Affairs, Children and Youth Services Division, P. O. Box 13166, Capitol Station, Austin, TX 78711.

Illustrates the competencies required of CDAs and personal qualities needed to care for young children. The cassette tape is programmed to advance slides automatically with synchronized equipment, or it may be used manually with almost any slide projector and cassette playback unit.

My Teacher is a CDA. 109 color 35 mm slides, 20 minute audiocassette, script. 1978. Prepared by Trudy Hamby. Purchase price $57. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

A complete overview of the CDA competencies. Provides an orientation to the Functional Areas associated with each competency areas as well as the concept of the competency standards and th indicators.

Skills for Preschool Teachers. 8 sound film strips, 1979. Prepared by Jancie J. Beaty. Purchase price $195. The text "Skills for Preschool Teacher" is available separately for $8.95. Available from: Charles Merrill Publishing, 1300 Alum Creek Dr., Columbus, OH 43216, (800) 848-6205.

Titles of the film strips: Setting Up the Classroom, Managing the Daily Program, Self Image and Self Control, The Role of Play, Speaking and Listening Skills, Preschool Book Experience, Preschool Science Experience, Large and Small Motor Coordination.

Toward Quality Care for Children, Program I. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price $290. Available from: Media Productions, Box 1052 Columbia, MD 21044, (301) 465-1116.

The film shows a male teacher (Bob) working with a four-year old group enrolled in a day care program. The film features segments of the daily schedule: indoor-outdoor transition, snack, and free play period. Useful for the training of CDA trainers and interns in focusing on Functional Areas, practicing objective recording, analyzing competence, etc.

Toward Quality Care for Children, Program II. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price $290. Available from: Media Producations, Box 1052, Columbia, MD 21044, (301) 465-1116.

A simulation of the Local Assessment Team (LAT) meeting of the Credential Award System. The film shows the CDA intern (from Program I) and other members of the LAT making decisions about his competence in the Functional Area Individual Strength. Flashbacks to the classroom setting in Program I are included.

ERIC: EDUCATIONAL RESOURCES INFORMATION CENTER

What is ERIC?

ERIC is a nationwide information system funded by the National Institute of Education. ERIC is designed to make information on all aspects of education readily available. ERIC covers such subjects as child development, classroom techniques, reading, science, social studies, counseling, career education, adult education, rural and urban education, teacher education, higher education, testing, educational administration, and special education.

Where is ERIC?

More than 700 libraries and other institutions in the U.S. and other countries have the ERIC document collection on microfiche. Write to The CDA Resource Center for a list to ERIC collections in your state.

How do I order ERIC Documents?

You can order ERIC documents either in microfiche (transparent film card which must be read on a microfiche reader) or paper copy (photocopy of original). The price is based on the number of pages in the document. Use the price table below to calculate the price of the document you want to order.

Paper copy: 1-25 pages, $2.00; 26-50 pages, $3.65; 51-75 pages, $5.30; 76-100 pages, $6.95; each additional 25 pages $1.65.

Microfiche: 1-5 microfiche (98 pages of text per microfiche), $.91; 6 microfiche, $1.10; 7 microfiche, $1.29; 8 microfiche, $1.48; each additional fiche, $.19.

After calculating the price for each document you want to order, add postage, using the price table below.

UPS postage (for all paper copy orders and orders of 33 or more microfiche): $1.47 for 1 lb.; $1.84 for 2 lbs.; $2.22 for 3 lbs.; $2.58 for 4 lbs. Each pound equals 75 pages or 75 microfiche.

First class postage (fo all microfiche orders up to 33 microfiche): $.18 for 1-3 microfiche; $.35 for 4-8 microfiche; .52 for 9-14 microfiche.

Where do I order ERIC documents?

Send your order and check to: ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Include the ED number, title, price plus postage, your name, address, and zip code. Also indicate whether you are ordering documents in paper or microfiche copy.

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX K

SAMPLE LETTER OF AUTHORIZATION

AND

COLLEGE COURSE AGREEMENT

Texas Tech University
Institute for Child and Family Studies

August 26, 1980

Dear

Texas Tech University Child Development Associate Training Program is in the process of coordinating CDA Training for West Texas Head Start Grantees. The _____Head Start Staff have requested college based training through _____. As discussed with you previously the following arrangements have been requested by the grantee:

The Texas Tech University - CDA Training Program will pay for tuition, fees, and books for each trainee. All trainees must register for a minimum of six hours of Child Development or Early Child Education courses. Enclosed is a CDA College Course Agreement for Head Start personnel to be completed and returned to Texas Tech. Please review the agreement and have the appropriate individual sign it.

For proper payment your institution must do the following:

1) Have the appropriate individual sign the enclosed payment voucher as indicated. (Do not fill in payment voucher.)
2) Attach to the payment voucher
   a) an invoice
   b) college course agreement
   c) a list of all enrollees showing name, social security number and course number and name for each enrollee.
3) A second payment voucher is enclosed, if needed, for payment of books.
4) Forward the above to:
   Kathy Hurtado
   Special Projects Division
   Box 4170
   Texas Tech University
   Lubbock, TX 79409

We welcome the opportunity to work with your institution and are looking forward to a productive semester. Thank you very much for your assistance and cooperation.

Sincerely,

Kathy Hurtado
TTA/CDA Administrator for
Special Projects Division

bll
Enclosures

Box 4170/Lubbock, Texas 79409/(806) 742-3296

CDA COLLEGE COURSE AGREEMENT FOR HEAD START PERSONNEL

The following agreement is a legal and binding instrument for the participating universities, colleges, and/or colleges names. This form is in keeping with the Texas Head Start Contract for CDA. Contract No. _____ funded by DHHS.

_____ will pay _____
Name of Purchasing Institution — Name of Institution Offering CDA Course

in the amount of _____ for the _____
Amount of Money — Fall, Spring, Summer (1-2) Semester/year

The instructor of the course will be _____ and
Name of Instructor

the field supervisor will be _____. The Individual
Name of Field Supervisor

student(s) will receive _____ college hours upon the successful completion of the classroom and field supervised course _____
Number of College hours — College Catalogue

_____. The monetary rate of tuition per student
Number and Name of College Course

per three hours college credit is _____. This arrangement does or does not include field supervision. (circle one).

_____ — _____
Official of Purchasing Institution — Performing Institution

_____
Representative

Texas Tech University — _____

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX L

IMPORTANT RESOURCES FOR CDA INTERNS AND TRAINING PERSONNEL

1. CDA Resource Center
   College of Education
   University of Illinois
   1310 South Sixth Street
   Champaign, Illinois 61820
   333-1000

   Publishes a newsletter, "The CDA Bulletin"
   Mailed to anyone on their mailing list.

   Catalogs all CDA-related materials.

2. CDA-National Credentialing Program
   1341 G Street N.W., Suite 802
   Washington, D.C. 20005
   (202) 638-6656 / (800) 424-4310 (Toll-free)

   Contact this office for any information and materials on the CDA assessment and award.

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX M

JOB DESCRIPTION FOR UC

CDA FIELD COORDINATOR POSITION
(Sample Only)

CENTRAL TEXAS REGIONAL TRAINING OFFICE

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS

TEXAS SOUTHERN UNIVERSITY

CENTRAL TEXAS HEAD START REGIONAL TRAINING OFFICE

JOB TITLE: CHILD DEVELOPMENT ASSOCIATE (CDA) FIELD COORDINATOR

JOB DESCRIPTION: The purpose of this position is to maintain liaison with institutions of higher learning and local Head Start grantees in recruiting, enrolling and training Head Start staff for the Child Development Associate Credential. Approximately 50% - 70% of time will be on-site work and will require travel.

1. DUTIES AND RESPONSIBILITIES

A. Responsible for the coordination of CDA services which entail:

- Working with Regional Training Office (RTO), institutions, Head Start directors and the Administration for Children, Youth and Families to set up CDA classes in local communities.

- Recruiting Head Start staff for CDA training in cooperation with Head Start directors and Career Development committees.

- Arranging for the enrollment of Head Start staff into CDA courses or other CDA training.

- Providing technical assistance and training for both college and Head Start field supervisors as appropriate.

B. Reports quarterly on CDA services and any other reporting as required by the subcontract.

C. Responsible for planning with the Regional Training Officer cluster/area workshops for local CDA coordinators and field supervisors.

D. Provides local programs with information pertaining to the Child Development Associate.

E. Identifies and secures new resources and aides for CDA training.

F. Assists Regional Training Officer in writing and compiling materials for publication.

G. Represents RTO in meetings as appropriate.

H. Acts as advocate for local programs in the development of quality child development programs,

I. Performs additional duties as assigned by Regional Training Officer.

II. CONTROLS OVER WORK

Reports to the RTO who makes initial assignments and furnishes general guidelines. Incumbent is required to exercise initiative and ability to perform required duties efficiently and effectively.

III. OTHER SIGNIFICANT FACTS

A. Bachelors degree or higher in the field of Child Development or Early Childhood Education. Must possess counseling and management skills and the ability to develop and maintain efficient working relationships with Head Start staff, university officials and other professionals.

B. Incumbent must possess a cooperative attitude, the ability to communicate effectively and work well with people of all ethnic backgrounds.

APPENDIX N

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

Beginning and End of Session Reporting Forms

HEAD START SUPPLEMENTARY TRAINING/CHILD DEVELOPMENT ASSOCIATE
BEGINNING/END OF SESSION REPORT (Cross out one)

Part I

Date of Report_____for Session Period_____
(Dates covered)

1. Contract Number_____
2. Name of Institution_____
3. Address_____
4. Chief Officer of Institution_____Title_____
5. Project Manager_____Title_____
6. Address_____Telephone_____

	CDA	Protected
7. Number of Trainees Contracted For:	____	_____
8. Number of Trainees Registered:	____	_____
9. Number of Trainees Completing Session:	____	_____

10. Minimum Number Credits Available to Students_____
11. Average Number Credits for Which Students are Registered_____
12. Average Number Credits Completed by Students_____
13. Total Number Credits Earned by ALL Students_____
14. Total Number CDAs Determined Competent and Existed This Session_____
15. Courses offered this session (Use ONLY at Beginning of Session):

_____

_____

_____

_____

_____

16. Summary of Student Withdrawals, if applicable (use ONLY at END of Session):

Name of Student	Date of Withdrawal	Reason for Withdrawal

HEAD START SUPPLEMENTARY TRAINING/CHILD DEVELOPMENT ASSOCIATE — PART II

BEGINNING/END OF SESSION REPORT (Cross out one)

Institution _____

Contract Number _____

Program Manager _____ Date _____ for Session Period _____ (Dates Covered)

1 Name of Student	2 Head Start Agency	3 Position	4 Class	5 Non-Class	6 Cooperating Institution if applicable	7 Courses Enrolled In: Title	7 Courses Enrolled In: Hours	8 CHRD ASST Credits	9 CDA	10 Pre-Vocat	11 Exit Date (Date Determined Competent) and/ or comcat

BEST COPY AVAILABLE

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX O

SAMPLE LETTER TO GRANTEES WHO DECIDE NOT TO PARTICIPATE IN CDA TRAINING

Texas Tech University
Institute for Child and Family Studies

This letter is confirmation of your Head Start program's decision not to participate in college based Child Development Associate training for the semester as available through the Institute for Child/Family Studies, Texas Tech University for Head Start classroom personnel. It is further our understanding local staff have indicated a preference for on-site training on the CDA process, Competencies and Portfolio Development. Our office's involvement will be as follows: to provide on-site training on the above and to assist with the development of a CDA plan for as requested. If this is in keeping with your understanding or our previous discussions, please sign and return the original of this letter to:

Kathy Hurtado
Texas Tech University
Institute for Child and Family Studies
Box 4170
Lubbock, TX 79409

Retain the enclosed copy for your program's files.

Sincerely,

Kathy Hurtado
TTA/CDA Administrator

bll

Enclosure

ACKNOWLEDGEMENT:

_____ _____
Head Start Director's Signature Date

_____ _____
Grantee Executive Director's Signature Date

Box 4170/Lubbock, Texas 79409/(806) 742-3296

APPENDIX P

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

Sample Grades Release Form

To Whom It May Concern:

I _____ do hereby authorize _____ (college/institution) _____ to release the following information to the Regional Training Office/Texas Tech University as verification of my enrollment for the _____ Semester of _____ (year).

Signed _____ Date _____

Information to be released:

Course Name	Credit Hours	Completed Yes No	Grade

Information released by _____ (Signature)

Title _____

Date _____

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX Q

SAMPLING OF TYPES OF WORKSHOPS PLANNED AND LED BY UC STAFF

The listing of workshops and sample agendas in this section show the topics that are generally dealt with by the UC staff, in addition to the length of the workshops and the type of participants involved.

T/TA DAY: "CDA...THE SECOND YEAR"

Schobel's Restaurant
Columbus, Texas

AGENDA

Tuesday, September 25, 1979

9:00 - 9:30	REGISTRATION	Stella Henley
9:30 - 10:00	WELCOME	Jeanette Rummel
	REPORTS OF HIGHLIGHTS OF CDA TRAINING	Jeanette Rummel Local Grantees
	How did CDA Training Progress Over the Past Year?	
	What Adjustments Were Made?	
	What Were Difficulties and Strengths?	
	How Many Credentialed?	
10:00 - 12:00	UPDATE OF T/TA AND CDA	Jeanette Rummel
	Current Funding	Jeanette Rummel
	T/TA Providers	Jeanette Rummel
	Criteria for Selection of Trainees	Frances Schneider
	Central Texas Area CDA System	Angela Winfrey
12:00 - 1:00	LUNCH AND PERUSAL OF TRAINING MODELS	Individual Browsing
1:00 - 1:30	UPDATE OF T/TA AND CDA	Jeanette Rummel
	Bilingual & Home-Based CDA	Rebecca Hines
	CDA Consortium	Rebecca Hines
1:30 - 2:30	URC WORKSHOP REPORTS	
	Training of Trainees	Rebecca Hines
	CDA Curriculum Development	Angela Winfrey Joyce Hyak
	Pre/On-Going Appraisal and CDA Training Plan	Frances Schneider
2:30 - 3:00	CDA as Part of T/TA Plan and T/TA Resources	Jeanette Rummel Frances Schneider
3:00 - 4:00	DALLAS NEWS (PI. P.I.R. SAVI)	Pam Overeynder

(For Head Start Directors and Educational Coordinators)

CDA INSTRUCTORS' WORKSHOP

February 1-2, 1979

TENTATIVE AGENDA

Thursday, February 1, 1979

8:45 - 9:30	Registration Introductions Workshop Objectives
9:30 - 10:45	CDA -- An Overview CDA in Head Start
10:45 - 11);;	COFFEE BREAK
11:00 - 12:30	CDA Assessment Process Exploration of Learning Stations - Selection of the Team Members - Portfolio Development - Bilingual CDA - Competencies - LDP Resource
12:30 - 1:30	BUFFET LUNCH
1:30 - 2:00	Training Toward A CDA Track Options Question and Answer Period
2:00 - 3:00	Designing College Courses Relevant to CDA Training Issues: - Content - Proportion of Class Time to Fill Field Supervision - New Courses - Courses Already in Catalogs - Lab Courses
3:00 - 3:15	BREAK
3:15 - 4:30	Implementing College Courses Relevant to CDA Training Issues for Small Group Discussion: - Field Supervision - Record Keeping - Relevance of Content to Competencies

CDA WORKSHOPS FOR 1980-81 (SEPTEMBER-MAY) WEST TEXAS AREA

September 1980	Midland ISD	CDA Orientation	½ day	CDA Trainees/ Staff
	El Paso	CDA Orientation	½ day	CDA Trainees/ Coordinator
October 1980	South Plains CAA	Self Concept/ Individual Strength	½ day	CDA Trainees/ Staff
December 1980	Taylor Co. Comm Action (Abilene)	Portfolio Development	½ day	CDA Trainees
January 1981	Texas Panhandle CAA	Portfolio Development	2½ days	CDA Trainees
	Greater Opportunities Of the Permian Basin	Portfolio Development	½ day	CDA Trainees
	Greater Opportunities Of the Permian Basin	Cognitive Development	½ day	CDA Trainees/ Staff
	Big Spring ISD	Portfolio Development	½ day	CDA Trainees
February 1981	Lubbock ISD	Portfolio Development/ CDA Orientation	½ day	CDA Trainees/ Advisors
April 1981	Cluster Workshop (Lubbock ISD South Plains CAA West Texas Opportunities	Home and Center Relationships/Creative Activities	1 day	CDA Trainees/ Staff
	Cluster Workshop (Greater Opportunities Of the Permian Basin Midland ISD Big Spring ISD CC of Reeves Co)	Self Concept/Ind Strength/ Creative Activities	1 day	CDA Trainees/ Staff
	Cluster Workshop (Tom Green CAA Big Spring ISD Taylor Co CAA Central Texas Opportunities	Establishing and Maintaining the Classroom Environment	1 day	CDA Trainees/ Staff
	El Paso	CDA Orientation/Portfolio Development/LAT Preparation	1 day	CDA Trainees Instructors Coordinators
	El Paso	Update on CDA	½ day	CDA Trainees/ Coordinators
	Hill Country Community Action	Establishing and Maintaining the Classroom Environment	1 day	CDA Trainees/ Staff
	Cluster Workshop (Fredricksburg CDA Stonewall Head Start)	Home and Center Relationships	½ day	CDA Trainees/ Staff

4:30 - 5:00	Total Group Sharing of Small Group Reports (For College Instructors)

Friday, February 2, 1979

9:00 - 10:30	Implementing College Courses Relevant to CDA Issues for Small Group Discussion: - Individualizing Instruction - Portfolio Development - Advising and Counseling
10:30 - 10:45	BREAK
10:45 - 11:30	Total Group Sharing of Small Group Reports
11:30 - 1:00	CHECK OUT AND BUFFET LUNCH
1:00 - 2:30	TSU Resource Library Tour Wrap Up and Evaluation

UNIVERSITY CONSORTIUM - CDA RESOURCE MODEL

APPENDIX R

CDA COMPETENCIES AND THEIR EQUIVALENT HEAD START PERFORMANCE STANDARDS

prepared by

Texas Southeren University Head Start Regional
Training Office
Houston, Texas

CDA COMPETENCIES AND THEIR EQUIVALENT HEAD START PERFORMANCE STANDARDS

This statement was developed by the staff of the Texas Southern University Head Start Regional Training Office in Houston, Texas. It is included to show how one training program has conceptualized the relationship between the Head Start performance standards and the CDA competencies.

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
A. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT	
1. Organize space into functional areas recognizable by the children, e.g., block building; library, dramatic play.	For center-based programs, space shall be organized into functional areas which are recognized by the children. (1304. 2-3, (a) page 13)
2. Maintain a planned arrangement for furniture, equipment and materials and for large and small motor skills learning, and for play materials that is understandable to the children.	The plan shall provide for appropriate and sufficient furniture, equipment and materials to meet the needs of the program, and for their arrangement in such a way as to facilitate learning, assure a balanced program of spontaneous and structured activities, and encourage self-reliance in the children. (1304. 2-3, (b) page 15)
3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.	...encourage self-reliance in the children. 1304. 2-3, (b) page 15) Stored in a safe and orderly fashion when not in use. (1304. 2-3 (b) (5) page 15)
4. Arrange the setting to allow for active movement as well as quiet engagement.	
5. Take preventive measures against hazards to physical safety.	...and space, light, ventilation, heat, and other physical arrangements must be consistent with the health, safety and developmental needs of the children. (1304. 203 (a) page 13) -For twelve (12) specific details refer to 1304. 2-3 (2) (1-12) pages 13-14.

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
6. Keep light, air and heat conditions at best possible levels.	There is a safe and effective heating system. (1304. 2-3, (a) (1) page 13) Emergency lighting shall be available in case of power failure. (1304. 2-3 (a) (4) page 13) Rooms are well lighted. (1304. 2-3 (a) (9) page 14)
7. Establish a planned sequence of active and quiet periods, of balanced Indoor and outdoor activities.	Provides adequate indoor and outdoor space, materials equipment and time for children to use large and small muscles to increase their physical skill. (1304. 2-2 (b) (3) (1) page 8)
8. Provide for flexibility of planned arrangements for space and schedule to adjust to spacial circumstances and needs of a particular group of children or make use of special educational opportunities.	Provides sufficient time and appropriate guidance while children are using equipment and materials in order to promote children's physical growth. (1304. 2-2 (b) (3) (11), page 9) The education services component of the plan shall provide for a program which is individualized to meet the special needs of children from various populations. (1304. 2-2 (c) page 9)
9. Recognize unusual behavior or symptoms which may indicate a need for health care.	Staff are taught and parents are provided the opportunity to learn the principles of a preventive health, emergency first-aid measures, and safety practices. (1304. 3-6, a (3), page 32) Identification of the special needs of handicapped children, and for the program in general. (Guidance, page 32) Identification of the special needs of handicapped children. (1304. 3-3, b (10), page 25) ...the Head Start staff and parents understand the implications of health findings for individual children, and for the program in general. (Guidance, page 32)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
B. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE	
1. Use the kind of materials, activities and experiences that encourage exploring, experimenting questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.	Encourages children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing. (1304. 2.2, (2) (i), page 7) The education component of the plan must provide for a physical environment that is conducive to learning and reflective of the different stages of development in the children. (1304. 2-3 (a), page 13)
2. Recognize and provide for the young child's basic impulses to explore the physical environment, master the problems that require skillful body coordination.	Providing adequate indoor and outdoor space, materials , equipment and time for children to use large and small muscles to increase their physical skill. (1304. 202, (b) (3) (i), page 8)
3. Increase knowledge of things in their world by stimulating observation and providing for manipulative constructive activities.	
4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.	Promoting language understanding and use in an atmosphere that encourages easy communication among children and between children and adults. (1304. 2-2, 2. (ii), page 8)
5. Work gradually toward recognition of the symbols for designating words and numbers.	Working toward recognition of the symbols for words and numbers according to the individual developmental level of the children. (1304. 2-2, 2. (iii), page 8)
6. Promote congnitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences, comparative size, amount, degree orientation in time and space; growth and decay; origins; family kinship, casuality.	Encouraging children to organize their experience and understand concepts. (1304. 2-2, 2. (iv), page 8)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
7. Provide varied opportunities for children's active participation, independent choices experimentation and problem-solving within the context of a structured, organized setting and program.	Encouraging children to solve problems, initiate, explore, experiment, question, and gain mastery through learning by doing. (1304. 2-2, 2 (i), page 7)
8. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent idscovery with techniques that demonstrate and instruct.	Providing a balanced program of staff directed and child intiated activities. (1304. 2-2, (2) (v), page 8) also (1304. 2-3 (b) page 15) (?)
9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcome of experience.	Encouraging children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing. (1304. 202, (2) (i), page 7)
10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.	Materials and equipment designed to provide a variety of learning experiences and to encourage experimentation and exploration. (1304. 203 (b) (7), page 15)
11. Utilize, support and develop the play impulse in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord withits importance for deepening and clarifying thought and feeling in early childhood.	Enhances children's understanding of themselves as individuals and in relation to others by providing for individual, small group and large group activities. (1304. 202, (1) (i), page 6)
12. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.	Development of intellectual skills, (q304. 2-2 (b) (2) page 7) ....gain mastery through learning by doing. (1304. 2-2 (b) (2) (i) page 7)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
13. Acquaint children with the people who keep things functioning in their immediate environment.	Having a curriculum which is relevant and reflective of the needs of the population served. (1394. 2-2 (c) (1) page 9) Including parents in curriculum development and having them serve as resource persons (e.g. for bilinguaicultural activities). (1304. 2-2, (c) (3), page 9)
C. BUILD POSITIVE SELF-CONSEPT AND INDIVIDUAL STRENGTH	
1. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl, as a member of his family and ethnic group, as a competent individual with a place in the child community.	Provides an environment of acceptance which helps each child build ethnic pride, develop a positive self-concept, enhance his individual strengths and develop facility in social relationships. (1304. 2-2 (b) (1) (iii), Page 7)
2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.	Provide a supportive social/emotional climate. (1304. 2-2 (b) (1) page 6) Gives children many opportunities for success through program activities. (1304. 2-2 (b) (1) (ii), page 6)
3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extending communication.	Provides an environment of acceptance which helps each child build ethnic pride, develop a positive self-concept, enhance his individual strengths, and develop facility in social relationships (1304. 2-2, (b) (11) (iii) page 7) Including persons who speak the primary language of the children and are knowledgeable about their heritage, and, at a minimum, when a majority of the children speak a language other than English, at least one teacher or aide interacting regularly with the children must speak their language. (1304. 2-2 (c) (1) (i) page 9)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
4. Deal with individaul differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible progressive expectations.	The education services component of the plan shall provide a program which is individualized to meet the special needs of children from various social and ethnic populations. (1304. 2-2 (c) page 9) The education services component of the plan shall provide procedures for on-going observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs. (1304. 2-2 (d) Page 10)
5. Recognize when behavior reflects emotionsl conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.	Mental Health: Mental health program activities must provide fo "coordination with the education services component to provide a program keyed to individual developmental levels" so that an education program is designed for each child based on his level. (1304. 3-8, (b) (3) page 36)
6. Be able to assess special needs of individual children and call in specialist help where necessary.	Mental Health: The mental health part of the plan shall provide that a mental health professional shall be available, at least on a consultation basis, to the Head Start program and to the children. (q304. 3-8 (a), page 33) Staff training in identification of and handling children with special needs and working with the parents of such children, and in coordinating relevant referral resources. (1304. 2-2 (e) (6) page 26)
7. Keep a balance for the individaul child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are suitable and stimulating challenge to him yet not likely to lead to discouraging failure.	Gives children many opportunities for success through program activities. (1304. 2-2 (b) (1) (ii) page 6) Materials and equipment designed to provide a variety of learning experiences and to encourage experimentation and exploration. (1304. 2-3 (b) (7) page 15)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
	Appropriate and sufficient furniture, equipment and materials to meet the needs of the program, and for their arrangement in such a way as to facilitate learning, assure a balanced program of spontaneous and structured activities, and encourage self-reliance in the children. (1304. 2-3 (b)
8. Assess levels of accomplishment for the individaul child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.	The plan shall provide procedures for on-going observation, recording, and evaluation of each individual child's growth and development for the purpose of planning activities to suit his individual needs. (1304. 2-2 (d) (5), page 10) Staff and parent training, under a program jointly developed with all components of the Head Start program, in child development and behavioral developmental problems of pre-school children. (1304. 2-2 (e) (5), page 25)
D. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT	Encourages children to organize experiences and understand concept. (1304. 2-2 (6) (2) (iv) page 8)
1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment aswell as forthe sake of social development.	A supportive social and emotional climate which enhances children's understanding of themselves as individuals, and in relation to others, by probiding for individual, small group, and large group activities. (1304. 2-2 (b) (1) and (b) (1) (i), page 7) The plan shall undertake to ensure that the nutrition services contribute to the development and socialization of the children. (1304. 3-10 (c) page 45)
2. Greate an atmosphere through example and attitude where it is natural and acceptable to express feelings both positive and negative: love, sympathy, enthusiasm, pain, frustration, loneliness or anger.	Provides an environment of acceptance which helps each child build ethnic pride, develop a positive self-concept, enhance his individual strengths, and develop facility in social relationships. (1304. 2-2 (b) (1) (iii) page 7)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
3. Establish a reasonable system of limits, rules, and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development.	Same as above. Refer to Guidances on page 7. *respecting and protecting individual right and personal belonging. *help the child learn to wait.
4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.	The education services component of the plan shall provide for a program which is individualized to meet the special needs of children from various racial and ethnic populations. (1304. 2-2 (c) page 9) Having a curriculum which is relevant and reflective of the needs of the population served. (1304. 2-2 (c) (1) page 9) Having staff and program resources reflective of the racial and ethnic population of the children in the program. (1304. 2-2 (c) (2) page 9)
E. BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD_REARING PRACTICES AND EXPECTATIONS	
1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.	Having a curriculum which is relevant and reflective of the needs of the population served. (Guidance - by using celebration of cultural events and holidays, and cultural foods, music, stories and games in an organized set of experiences). (1304. 2-2 (c) (1) page () Including parents in curriculum development and having them serve as resource persons (e.g., for bilingual/bicultural activities). (1304. 2-2 (c) (3)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.	Parent Involvement: Ways of providing educational and developmental activities for children in the home and community. (1304. 5-3 (c) page 59) Participation in staff and staff-parent conferences and the making of periodic home visits (no less than two) by members of the education staff. (1304. 2-2 (e) (4) page 12)
3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.	Parent Involvement: Meeting with the Head Start teachers and other appropriate staff for discussion and assessment of their children's individual needs and progress. (1304. 5-3 (g) page 60) Parent Involvement: The plan shall provide for two-way communication between staff and parents carried out on a regular basis throughout the program year which provides information about the program and its services; program activities for the children; the policy groups; and resources within the program and the community. (1304. 5-4 (a) page 61) Active involvement of parents in planning and implementing the individaul mental health needs of their children. (1304. 3-8 (b) (8) page 37)
4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.	Parent training in the observation of growth and development of their children in the home environment and identification of and handling special developmental needs. (1304. 2-2 (e) (3) page 12)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
	Parent Involvement: Involve parents in experiences and activities which lead to enhancing the development of their skills, self-confidence, and sense of independence in fostering an environment in which their children can develop to their full potential. (1304. 5-3 (a) page 59)
	Parent training in activities that can be used in the home to reinforce the learning and development of their children in the center. (1304. 2-2 (e) (2) page 12)
5. Recognize and utilize the strengths and talents of parents as they may contricute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.	Including parents in curriculum development and having them serve as resource persons. (1304 2-2 (c) (3) page 9)
	Parent participation in planning the education program, and in center, classroom and home program activities. (1304. 2-2 (e) (1) page 12)
	Involve parents in experiences in child growth and development which will strengthen their role as the primary influence in their children's li[illegible]. (1304. 5-3 (b) page 59)
	Information about family eating habits and special dietary needs and feeding problems, especially of handicapped children. (1304. 3-10 (a) (2) page 39)
F. CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN"S PROGRAM	
1. Make observations on the growth and development of individaul children and changes in group behavior formally or informally, verbally or in writing, and	The education services component of the plan procedures for ongoing observation, recording, and evaluation of each individual child's growth and development for the purpose of planning

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
mation with other staff involved in the program.	activities to suit his individual needs. (1304. 2-2 (d) page 10) plus Guidance, including specific activities and responsibilities of staff members (page 10.
2. Engage with other staff in cooperative planning activities such as a schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as they become available in the general field of early childhood education.	Participation in staff and staff-parent conferences. (1304. 2-2 (e) (4) page 12) It shall provide, also, for integrating the educational aspects of other Head Start components into the daily education services program. (1304. 2-2 (d) page 10) The mental health plan shall provide regular group meetings of parents and program staff. (1304. 3-8 (b) (5) page 36) Training in all components is an integral part of Head Start.
3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants) monitoring food and transportation services, safe-guarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant.	

APPENDIX S
1980 FALL CDA TRAINING INTERNS

Grantee: _____ Date: _____

Head Start Director's Signature: _____ Slots: _____ Maximum
_____ Minimum

Return to Jeanette Rummel, Regional Training Officer, Texas Southern University, 3201 Wheeler Avenue - Box 273, Houston, Texas 77004, by July 11, 1980.

* List minimum number of interns who will be definitely enrolled in training.

* Continue listing up to maximum number. There is a possibility that these interns (over and above minimum up to maximum) will be able to be enrolled, also.

Intern's Name	Home Address	Telephone Number	Social Security No.	New Student	Previously Enrolled in CDA Courses	
					1978-79	1979-80

THE PARENT-COMMUNITY REPRESENTATIVE

The Parent-Community Representative is a member of the Local Assessment Team (LAT), bringing to it a voice for parents of the children and the community.

The qualifications of the Parent-Community Representative are:

a. A parent or legal guardian of a young child.

b. Directly involved, or have been within the past two years, as a parent or volunteer, with the center where the Candidate works.

c. Not presently employed by the center where the Candidate works.

d. Does not presently have a child in the Candidate's room.

e. Willing to collect information from parents of the children in the Candidate's room.

f. Willing to observe the Candidate's performance with the children and record what is seen.

g. Willing to serve as a spokesperson for the parents and the community.

The following is a listing of the principle activities of the Parent-Community Representative:

-Agree to serve as Candidate's P-C Representative.

-Fill out the P-C Rep's section of the Candidate's Application Form.

-Receive the packet of the P-C Rep's materials from the Candidate.

-Read these Local Assessment Team Guidelines carefully.

-Make introductory contact with parents.

-Distribute and collect Parent Opinion Questionnaires.

-Fill out Master Parent Opinion Questionnaire.

-Observe the Candidate and complete Observation of Candidate Form.

-Sign the Candidate's Readiness Notification Form.

-Prepare for the LAT meeting.

-Participate in the LAT meeting.

TEXAS UNIVERSITY CONSORTIUM
CERTIFICATE OF TRAINING

Awarded To

_____

For Successful Completion of All Requirements As Established By
The University Consortium For Head Start Child Development
Training In Texas.

_____

University Consortium Representative

_____

Vice President For Research And Graduate Studies
Texas Tech University

_____

Date

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